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ABSTRACT

San Antonio College (SAC), Texas, identifies its strategic goals and objectives in this comprehensive plan for 2001-2002. Strategic goal 1.1.97 states that the college will modify existing strategies and initiate new strategies that will support students in achieving their educational goals. In support of this goal, SAC identifies a number of objectives, including the following: by August 2003, 70% of full-time FTIC students who did not receive remediation in the fall will be retained through the following spring semester. Other strategic goals include continual assessment and response to changing technology needs; increased recruitment, retention, transfer, and graduation rates, which includes a goal of achieving a 10% graduation rate by August, 2006; and continued creation and expansion of community support and outreach services. The document identifies unit strategic objectives and annual operation objectives. Unit objectives are identified for the Division of Arts and Sciences; the Division of Learning Resources; and the Division of Occupational/Technical Education. These unit objectives are detailed according to each of the identified college goals and objectives. The document includes a timeline and activities list for development and implementation of the institutional effectiveness plan. A detailed technology plan and glossary of terms for institutional effectiveness are appended. (NB)

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ED 474 341

SAN ANTONIO COLLEGE

Comprehensive College Plan

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2001 - 2002

(A College of the Alamo Community College District)

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Forward

San Antonio College's comprehensive planning and evaluation process monitors the achievement of college-wide goals and initiatives supporting the college's Vision and Mission Statement and the ACCD's Strategic Plan.

The Institutional Effectiveness Steering Committee, a broad-based group, reviewed district and college data and formulated the College Strategic Goals and Objectives. The units then developed their strategic objectives and annual action plans which are linked to the college's mission and strategic objectives. The completion of the college's Progress and Achievement Report (P.A.R.) enabled the Institutional Effectiveness Steering Committee to modify the college objectives, eliminating some that had been achieved and modifying others.

As a part of the process of transforming to true strategic planning, the Institutional Effectiveness Steering Committee has undergone a process of evaluating the college's strengths, weakness, opportunities, and threats to develop strategic goals to position the college to respond to our dynamic environment.

The College Plan is used throughout the year to:

- guide and focus the direction of the college
- measure institutional effectiveness
- make decisions on use of resources
- prioritize initiatives

Included in the plan is a listing of unit's ongoing activities. Ongoing activities are those activities which a unit must continue to perform to fulfill its individual mission. These activities are included in the plan because they are part of comprehensive planning and ongoing activities significantly impact resource allocation.

Also included in this planning document is the strategic planning flow chart that is followed by the college. This chart identifies the ongoing nature of strategic planning which uses continuous evaluation for improvement.

With the development, throughout the college, of strategic objectives with clearly established standards and proposed dates of achievement, San Antonio College has continued to move forward in its ability to measure institutional effectiveness at all levels.

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Alamo Community College District

&

San Antonio College

Vision and Mission Statements

(Glossary of Terms)

ACCD VISION STATEMENT

The Alamo Community College District Board is committed to the following visions:

We will...

meet the educational needs of the community
provide the highest quality education
help students achieve their learning objectives
demonstrate innovation in instruction and services
provide an atmosphere conducive to learning, teaching and working
reflect the ethnic diversity of the community in our workforce
empower students, faculty, staff, and administrators
assure that educational opportunities are geographically accessible
help prepare elementary and secondary students for college
be a resource for community enrichment
be full participants in regional economic development
aggressively pursue resources needed to achieve our vision
be advocates for change needed to achieve our vision
be committed to fiscal responsibility, value, and accountability

...because, we change lives.

ACCD MISSION STATEMENT

The Alamo Community College District provides educational opportunities for the citizenry of Bexar and surrounding counties, thus contributing to the economic, academic, social and cultural development of the region. The colleges, catalysts for changing lives, serve as centers of academic excellence and technological advancement.

In order to fulfill our mission as a public community college district, we are committed to the following:

PROVIDING EDUCATIONAL OPPORTUNITIES THROUGH:

- C Life long learning opportunities for occupational, personal and basic skills development
- C General education courses in the liberal arts and sciences
- C Educational experiences in the use of current and developing technologies
- C Discovery of training opportunities in areas of economic growth

ESTABLISHING LINKAGES WITH:

- C Business, industry, governmental and community groups
- C Public school systems, colleges and universities
- C Other nations

ENHANCING QUALITY OF LIFE THROUGH:

- C Public presentations in the fine arts, sciences and humanities
- C Availability of recreational opportunities
- C Facilities which are available for community use or joint sponsorship of events

PRACTICING FISCAL RESPONSIBILITY BY:

- C Leadership/coordination for the planning, acquisition, and allocation of ACCD resources necessary to meet district objectives
- C Increased productivity
- C Continual assessment and improvement of all operations
- C Aesthetically pleasing, safe and functional facilities and grounds

CHANGING LIVES THROUGH:

- C Access to all populations
- C Increased cross cultural understanding and appreciation
- C Empowerment of students and employees as full participants in the life of the institution and society
- C Promotion of global awareness

Adopted: March 30, 1994
ACCD Strategic Planning Team

SAN ANTONIO COLLEGE
VISION STATEMENT

San Antonio College will be a leading educational institution which is responsive, proactive, innovative, risk-taking, continually improving, visionary, and a catalyst for community development.

SAN ANTONIO COLLEGE
MISSION STATEMENT

SAN ANTONIO COLLEGE - RESPONSIVE EDUCATION THROUGH EXCELLENCE, ACCESSIBILITY AND DIVERSITY

San Antonio College is a public community college which provides for and supports the educational and lifelong learning needs of a multicultural community. As a leader in education, San Antonio College is committed to excellence in helping students reach their full potential by developing their academic competencies, critical thinking skills, communication proficiency, civic responsibility, and global awareness. San Antonio College fulfills its mission by offering the following:

C Transfer education designed to provide students with the first two years of the bachelor's degree.

C General education courses in the liberal arts and sciences to support all college degree programs.

C Career preparation provided through a wide range of programs to prepare students for immediate employment.

C Developmental studies for students needing to bring their basic skills to a level appropriate for college work.

C Continuing education to offer a variety of training, licensure, and professional programs.

- Strategic Enrollment Management that includes a uniform strategy to identify, attract, enroll, and retain students who reflect the population of our service area.

C Academic support services that include a comprehensive learning resource center and basic skills activities that complement instruction.

C Student support services to provide assessment, advising, counseling, tutoring, financial assistance, and social and cultural activities for all students, including those with special needs.

C Promotion of cross-cultural understanding and appreciation through instructional and social activities that contribute to cultural awareness and interaction.

C Involvement of business, industry, and professional groups in planning and revising educational programs to meet workforce needs.

C An environment conducive to learning through an attractive physical campus and Wellness oriented programs and services.

C Continuous assessment of programs and services and the utilization of results for improvement.

C Operation of the College within available fiscal resources to provide accountability to taxpayers of the District.

A Glossary of Terms Used in the SAC Mission Statement

Public
We serve the community and are supported by public funds.

Community College
We are an open access, comprehensive, two-year college, responsive to service needs.

Provides
We offer a variety of educational programs to a diverse population through the availability of our facilities, programs, activities, and personnel.

Educational
We offer academic, technical, continuing education, compensatory education, and workforce development programs.

Supports
We provide student services and educational, cultural, and civic programs in partnership with the community.

Life Long
We subscribe to the philosophy of meeting needs from the young to the elderly.

Learning needs
We strive to meet the needs identified by the community, facilitators, and governing bodies.

Multicultural community
We are committed to recognizing, celebrating, and sharing our diverse cultures.

Leader in education
We are proactive in proposing innovative, educational programs, and are recognized for our excellence at the local, state, and national levels.

Committed
We are focused in the use of our energy, resources, and time to effectively reach our goals .

Excellence
We are dedicated to providing the highest possible level of educational programs and support services for our diverse population.

Helping students
We provide a student-centered environment and opportunities for educational advancement .

Full potential
We help students define and achieve their goals.

Developing
We facilitate our student's growth.

Academic competencies
We offer academic, technical, adult vocational, and workforce development programs which help our community develop and achieve identified skill levels.

Critical thinking skills
We strengthen our student's abilities to analyze and synthesize knowledge.

Communication proficiency
We help our students develop their listening, speaking, computer, reading, and writing skills.

Civic responsibility

We strive to produce a better informed citizenry that will serve the community as voters, volunteers, and leaders.

Global awareness

We sensitize our students to the interrelatedness of all global systems.

THE INSTITUTIONAL EFFECTIVENESS PROCESS

INSTITUTIONAL EFFECTIVENESS TIME LINES AND ACTIVITIES

June - September

Units:

Units respond to the Progress and Achievements survey from the Office of Institutional Effectiveness.

- The survey requests information on:
- College objectives where data must be gathered at the unit level
- Annotation data related to the college objectives
- Unit unanticipated accomplishments

Deans:

Deans meet with units to review the status of their annual action plans and strategic objectives

September - November

Institutional Effectiveness Steering Committee

- Committee reviews appropriate documents:
  - Institutional Effectiveness Report
  - Progress and Achievements Report (P.A.R.)
    - Data related to college status in achieving college objectives
    - Recommendations from the Administrative Team
  - ACCD Vision Statement
  - ACCD Mission Statement
  - ACCD Strategic Initiatives
  - College Vision and Mission
  - Southern Association's follow up reports
- Committee modifies institutional strategic goals and objectives if needed
- Committee develops additional strategic goals and/or objectives if needed

November

Units:

- Unit develops needs assessments
  - Unit needs assessments should include but not be limited to evaluation of the following applicable elements:
    - Unit Mission Statement
    - Unit profile from the office of Institutional Effectiveness
    - Evaluation of the Previous Year's Unit Plan - Strategic Objectives, Annual Action Plans, and Ongoing Activities
    - Evaluation of the Previous Year's Unanticipated Accomplishments
    - Program Review Report
    - Curriculum Review and Evaluation
    - Advisory Committee Recommendations
    - Accrediting Agency Requirements
    - Student Evaluations
    - Certification Requirements
    - Workforce Trends Analysis
    - Facilities Analysis
    - Articulation Agreements
    - Departmental Institutional Effectiveness Report

December - February

Units:

- Unit Plan developed
- Unit Plans discussed with Deans and within division.
- Unit Plans modified as needed.

Deans and Units:

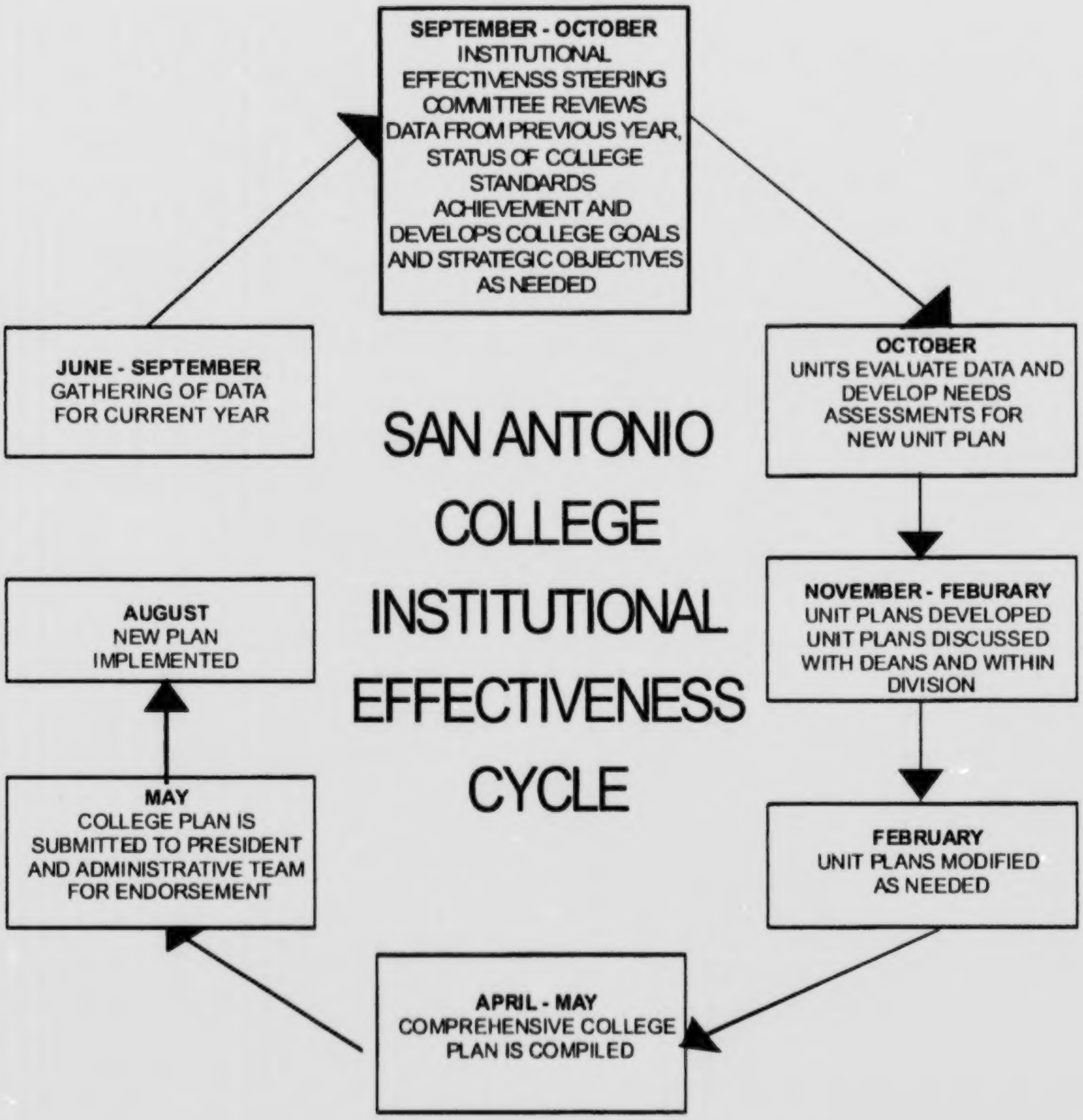
Deans meet with units to review for the mid-year status of their annual action plans and strategic objectives

April - May

Comprehensive College Plan is compiled by the Director of Planning and Budget
College Plan is approved by the College Academic Council
Plan submitted to the President and Administrative Team for endorsement

August

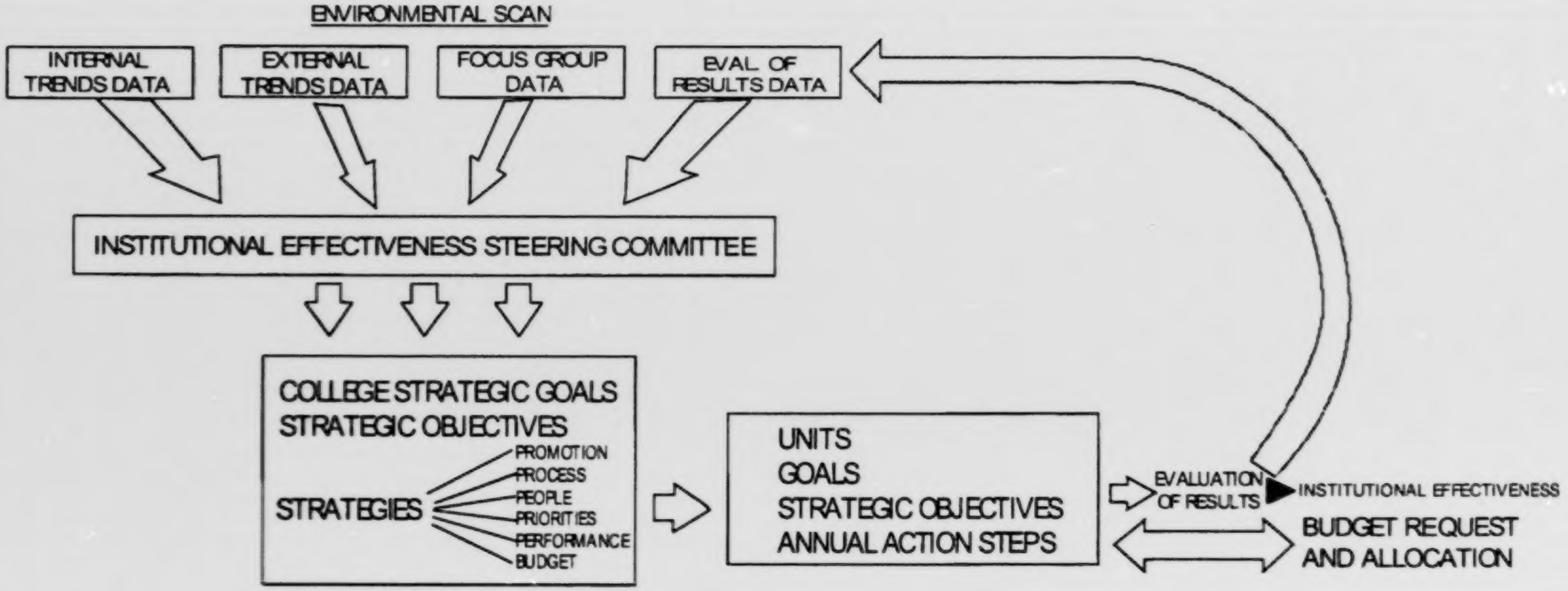
Plan Implemented



SAN ANTONIO COLLEGE INSTITUTIONAL EFFECTIVENESS CYCLE

SEPTEMBER - OCTOBER
INSTITUTIONAL EFFECTIVENSS STEERING COMMITTEE REVIEWS DATA FROM PREVIOUS YEAR, STATUS OF COLLEGE STANDARDS ACHIEVEMENT AND DEVELOPS COLLEGE GOALS AND STRATEGIC OBJECTIVES AS NEEDED
OCTOBER
UNITS EVALUATE DATA AND DEVELOP NEEDS ASSESSMENTS FOR NEW UNIT PLAN
NOVEMBER - FEBURARY
UNIT PLANS DEVELOPED
UNIT PLANS DISCUSSED WITH DEANS AND WITHIN DIVISION
FEBRUARY
UNIT PLANS MODIFIED AS NEEDED
APRIL - MAY
COMPREHENSIVE COLLEGE PLAN IS COMPILED
MAY
COLLEGE PLAN IS SUBMITTED TO PRESIDENT AND ADMINISTRATIVE TEAM FOR ENDORSEMENT
AUGUST
NEW PLAN IMPLEMENTED
JUNE - SEPTEMBER
GATHERING OF DATA FOR CURRENT YEAR

SAN ANTONIO COLLEGE INSTITUTIONAL EFFECTIVENESS CYCLE


ENVIRONMENTAL SCAN
INTERNAL TRENDS DATA
EXTERNAL TRENDS DATA
FOCUS GROUP DATA
EVAL. OF RESULTS DATA
INSTITUTIONAL EFFECTIVENESS STEERING COMMITTEE
COLLEGE STRATEGIC GOALS
STRATEGIC OBJECTIVES
STRATEGIES
PROMOTION
PROCESS
PEOPLE
PRIORITIES
PERFORMANCE
BUDGET
UNITS
GOALS
STRATEGIC OBJECTIVES
ANNUAL ACTION STEPS
EVALUATION OF RESULTS
INSTITUTIONAL EFFECTIVENESS
BUDGET REQUEST AND ALLOCATION

Strategic goals are few in number and general in nature. They should allow for some basis of measuring success of failure.
Strategic Objectives are written, active and operational subdivisions of a goal. The objectives should be clearly measurable
Strategies include the elements necessary to achieve the objectives and subsequently the goal.

OCTOBER 2, 2000

INSTITUTIONAL EFFECTIVENESS STEERING COMMITTEE MEMBERSHIP

Alex Bernal
Email: abernal
Phone: 2505

Alice Cook
Email: ajohnson
Phone: 2482

Pearl English (02)
Email: penglish
Phone: 2169

Susan Espinoza, ex officio
Email: sespinoz
Phone: 6158

Ruben Flores
Email: rflores
Phone: 2449

J.C. Horton
Email: jhorton
Phone: 2545

Margaret Hyde
Email: mhyde
Phone: 2826

Betty Larson
Email: blarson
Phone: 2440

David Mrizek, ex officio
Email: dmrizek
Phone: 2105

Richard Oliver (01)
Email: roliver
Phone: 2398

John Onderdonk
Email: jonderdo
Phone: 2794

Nacho Orozco
Email: Iorozco
Phone: 2531

Sergio Rivera (02)
Email: srivera
Phone: 2235

Johnnie Rosenauer (02)
Email: jrosenau
Phone: 2852

Evette Ruiz-Gonzalez (01)
Email: eruizgon
Phone: 2538

Luciano Salinas
Email: lsalinas
Phone: 2710

Linda Schule (03)
Email: Schule
Phone: 2601

Bryan Snow (01)
Email: bsnow
Phone: 2910

Ruben Torres
Email: rtorres
Phone: 2637

Bob Zeigler - Chair
Email: rzeigler
Phone: 2357

Sonia Valdez, ex officio
Email: svaldez
Phone: 2105

Manuel Flores, ex officio
Email: mflores
Phone: 2751

INSTITUTIONAL EFFECTIVENESS PHILOSOPHY STATEMENT

INSTITUTIONAL EFFECTIVENESS PHILOSOPHY STATEMENT

The people who work at San Antonio College are dedicated to the task of helping all those who pass through its doors achieve their educational goals. As an open door college we welcome students with a broad array of backgrounds and capabilities and gladly accept the challenge of creating an environment conducive to learning.

The college has set strategic objectives, tied to college goals, that follow establish measures and standards of achievement. The college standards are based on historical evaluation of achievement at the college and/or state or national norms and those set by governing bodies. They are considered reasonable stepping stones for improvement. Units set their own standards based on similar criteria.

The stated standards represent our continued effort to improve. As educators in the classroom or coaches on fields of competition know, complacency stifles growth in knowledge and skill. As employees of San Antonio College we are dedicated and continually working to improve. Once we have reached a standard identified in this plan, we will set the standard higher. We are committed to achieving optimum performance in all areas as we strive to meet the educational needs of our community.

COLLEGE STRATEGIC GOALS AND OBJECTIVES

(Approved by the College Academic Council, December 10, 1997)
(Modified by the College Academic Council, May 13, 1998)
(Modified by the College Academic Council, December 9, 1998)
(Modified by the College Academic Council, January 12, 2000)
(Modified by the College Academic Council, February 9, 2000)
(Modified by the College Academic Council, January 10, 2001)
(Modified by the College Academic Council, March 21, 2001)

COLLEGE STRATEGIC GOAL 1.1.97	**THE COLLEGE WILL MODIFY EXISTING STRATEGIES AND INITIATE NEW STRATEGIES WHICH WILL SUPPORT STUDENTS IN ACHIEVING THEIR EDUCATIONAL GOALS.**

To include all forms of instruction: Arts & Sciences, Occupational/Technical, Continuing Education, LRC, Student Development, Developmental Education, seminars, workshops, telecourses, day and evening classes, Internet courses, weekend college, afternoon college, off-campus sites, et al.)

College Objective 1.1.4.96	Without negatively affecting the success of students who transfer, by August of the year 2002, 76% of the students enrolled in college-level courses on the permanent recording date each fall semester will have completed the course.
College Objective 1.1.5.96	Without negatively affecting the success of students in future college-level courses, by August of the year 2002, 76% of students enrolled in developmental/remedial courses on the permanent recording date each fall semester will have completed the courses.
College Objective 1.1.6.96	By August of the year 2002, the college will achieve a 15% increase in the number of Associate of Arts and Associate of Science degrees and achieve a 15% increase in the number of Associate of Applied Science and level 1 and level 2 certificates awarded as compared to the number awarded in the academic year 1995-1996. (Base Line 95-96: AA & AS = 83, AAS & Certificates = 634: Data Source: 1997-1998 San Antonio College Fact Book)
College Objective 1.1.7.97	By August 2002 all students will be required to declare their educational intent each time they register.
College Objective 1.1.8.01	By August 2003, 30% of full-time first-time-in-college students receiving remediation will receive a degree or certificate or transfer within 4 years.
College Objective 1.1.9.01	By August 2003 70% of Full-time FTIC students who did not receive remediation in the Fall will have been retained through the following Spring semester.
College Objective 1.1.10.01	By August 2003 percentage of contact hours completed in Arts and Sciences will be within five percentage points of the state average.

COLLEGE STRATEGIC GOAL 2.1.99	**SAN ANTONIO COLLEGE WILL DEVELOP AN ENVIRONMENT CONDUCIVE TO INDIVIDUALS ACHIEVING THEIR EDUCATIONAL GOALS.**

To include all forms of Student Services: LRC, Counseling and Guidance, Testing/Assessment, FIPSE/SAP, SLAC and other tutoring laboratories, Admissions and Records, student life activities, Financial Aid, College Health Center, special populations assistance, Veterans' Affairs, International Students, Women's Center, Disabled Student Services, Job Placement, child care, and various and sundry federal programs and projects, et al.

College Objective 2.1.1.96 By August of the year 2002, 80% of college units each academic year will promote global awareness through courses, programs, or special activities.

College Objective 2.1.3.99 By the year 2002, the college will provide students, employees and the community reasonable remote access to college and transitioning services.

COLLEGE STRATEGIC GOAL 3.1.98 **SAN ANTONIO COLLEGE WILL SUPPORT EMPLOYEE OPPORTUNITIES FOR PROFESSIONAL AND PERSONAL DEVELOPMENT.**

To include all forms of professional enhancement activities for faculty, staff and administrators, e.g., college classes (undergraduate and graduate), workshops, seminars, conferences/conventions, and faculty exchange programs, et al.

College Objective 3.1.1.98 By 2002, 100% of full-time, permanent employees of San Antonio College will have participated in activities to raise their awareness of Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

COLLEGE STRATEGIC GOAL 4.1.97 **THE ETHNIC DIVERSITY OF FACULTY, ADMINISTRATORS, AND PROFESSIONALS FOR THE COLLEGE WILL BE IN PROPORTION TO THE DIVERSITY OF THE COLLEGE STUDENT POPULATION.**

To include all activities supporting the mandates to provide educational opportunities for the community, e.g., President, Executive Vice President, Deans of Arts & Sciences, Occupational and Technical Education, Continuing Education and Workforce Development, Student Services, Evening, Weekend, and Distance Education, LRC, and adjunct administrative services such as Community and Public Relations, Institutional Advancement, Institutional Effectiveness (Research, Planning and Budget), facilities management and fiscal planning, et al.

College Objective 4.1.2.01 By August 2005, the college will have complied with the recommendations of the Access and Equity Committee.

COLLEGE STRATEGIC GOAL 4.2.98 **THE COLLEGE WILL CONTINUALLY ASSESS AND RESPOND TO CHANGING TECHNOLOGY NEEDS.**

College Objective 4.2.1.98 By 2002 80% of all college employees will have achieved appropriate levels of computer utilization and/or computer technical proficiency appropriate to their tasks.

College Objective 4.2.2.98 By 2002 the college will maintain 100% of PCs (excluding faculty work stations) and file servers on campus to the component level.

College Objective 4.2.3.98 By 2002 the college will provide security for the PCs and file

	servers on campus.
College Objective 4.2.4.98	By 2002 each instructional unit will have access to multimedia capabilities sufficient to meet their instructional needs.
College Objective 4.2.5.98	By 2002 all computer facilities will be networked to provide universal access where appropriate.
College Objective 4.2.6.98	By the year 2002, the college will provide students, employees, and community, on- or off-campus, reasonable access to electronic resources available for distribution through the Learning Resource Center.
College Objective 4.2.9.98	By 2002 the college will provide .4% of the annual college budget or $200,000, which ever is greater, to meet furniture and equipment needs not covered by the technology fee.
College Objective 4.2.10.01	By 2005, 90% of instructional units will be supported with adequate technology appropriate for their instructional mission.
COLLEGE STRATEGIC GOAL 5.1.98	**SAN ANTONIO COLLEGE WILL CONTINUE TO CREATE AND EXPAND COMMUNITY SUPPORT AND OUTREACH ACTIVITIES.**

To include all activities which involve the community such as fine arts presentations (Drama, Art, Music), Student Life Activities, use of facilities either sponsored or rented, Public Relations, et al.

College Objective 5.1.2.99	By August 2001, the college will provide technical and continuing education programs to a minimum of 65 private and public-sector employers through contracted instruction each year.
College Objective 5.1.3.99	By 2002, the college will increase by 20% the number of activities which enhance community awareness of its programs and services.
College Objective 5.1.4.99	By 2002, 75% of all college units will be involved each year in community service activities as appropriate.
College Objective 5.1.5.01	By August 2002, the college will help increase the membership in the non-profit alumni association which will operate in a manner consistent with college goals and objectives and to be funded independently of the college.
COLLEGE STRATEGIC GOAL 6.1.01	**SAN ANTONIO COLLEGE WILL INCREASE RECRUITMENT, RETENTION, TRANSFER AND GRADUATION RATES FOR POTENTIAL AND CURRENT STUDENTS REFLECTIVE OF THE SERVICE AREA POPULATION, ESPECIALLY THOSE STUDENTS WHO ARE ECONOMICALLY DISADVANTAGED.**
College Objective 6.1.1.01	San Antonio College will continue to increase the percentage of minority students at the college to reflect increases in the service area population (baseline Fall 00 = 60.5%).
College Objective 6.1.2.01	By the end of Academic Year 2001, there will be an increase in enrollment of FTIC's from all sources which is 15% above the

	previous five-year period (Fall and Spring 95/96 through Fall and Spring 99/00 combined average number (2,633) at point of the Census Date.
College Objective 6.1.3.01	By August 2006, the college will integrate enrollment, assessment, admissions, counseling, financial aid, demographic, socio-economic, and academic progress information about students into one Decision Support System accessible to all staff and faculty; and 90% of staff and faculty will be trained in its utilization.
College Objective 6.1.4.01	By August 2004, at least 20% of faculty (baseline total faculty = 948 Fall 1999) will have received instruction on one or more retention strategies, to include learning communities, learning styles, problem based learning, supplemental instruction, service learning, peer mentorship, and collaborative learning.
College Objective 6.1.5.01	By August 2006, at least 25% (baseline 8,770 "academically disadvantaged," Fall '00) of all students who are assessed at the developmental level in more than one subject will be enrolled in academic programs utilizing one or more of the retention strategies referred to in 6.1.4.01.
College Objective 6.1.6.01	By August 2006, San Antonio College will have increased the Fall-to-Fall retention of students by 1% each year, from a Fall '98 to Fall '99 baseline of 43.1%.
College Objective 6.1.7.01	By August 2006, San Antonio College will increase the transfer rate to four-year Texas public institutions for Hispanic and African American students to 10.4%, from a baseline of 6.4% in academic year 98-99.
College Objective 6.1.8.01	By August 2006, San Antonio College will increase the numbers of students graduating by 10%, from a baseline of 416 in academic year 99-00.

COLLEGE STRATEGIC GOALS AND OBJECTIVES/MISSION STATEMENT CROSSWALK

COLLEGE MISSION STATEMENT COMPONENTS	COLLEGE STRATEGIC GOALS AND STRATEGIC OBJECTIVES
...provides for an supports the educational and lifelong learning needs...	Goals 1.1.97, 2.1.99, 3.1.98, 4.2.98, 5.1.98, 6.1.01 Objectives: 1.1.4.96, 1.1.5.96, 1.1.6.96, 1.1.7.97, 1.1.8.01 2.1.1.96, 2.1.3.99, 3.1.1.98, 4.2.4.98, 4.2.6.98, 4.2.10.01, 5.1.5.01, 5.1.2.99, 6.1.3.01, 6.1.6.01, 6.1.7.01, 6.1.8.01
...of a multicultural community.	Goals 2.1.99, 4.1.97, 5.1.98, 6.1.01 Objectives: 2.1.1.96, 4.1.2.01, 6.1.1.01, 6.1.5.01
...committed to excellence...	Goals 1.1.97, 2.1.99, 3.1.98, 4.2.98, 6.1.01 Objectives: 1.1.4.96, 1.1.5.96, 1.1.6.96, 1.1.8.01, 1.1.10.01, 2.1.1.96, 2.1.3.98, 4.2.1.98, 4.2.6.98, 4.2.10.01, 6.1.2.01, 6.1.4.01, 6.1.5.01, 6.1.6.01, 6.1.7.01, 6.1.8.01
...in helping students reach their full potential...	Goals 1.1.97, 2.1.99, 4.2.98, 6.1.01 Objectives: 1.1.4.96, 1.1.5.96, 1.1.6.96, 1.1.7.97, 1.1.8.01, 1.1.9.01, 2.1.1.96, 2.1.3.99, 4.2.6.98, 4.2.10.01, 6.1.3.01, 6.1.4.01, 6.1.5.01, 6.1.6.01, 6.1.7.01, 6.1.8.01
...by developing their...critical thinking skills...	Goal 1.1.97 Objectives: 1.1.4.96, 1.1.5.96, 1.1.6.96
...by developing their...communication proficiency...	Goal 1.1.97
...by developing their...civic responsibility...	Goals 1.1.97, 5.1.98 Objectives: 5.1.4.98, 5.1.5.01
...by developing their...global awareness.	Goal 2.1.99 Objective: 2.1.1.96

San Antonio College Addresses ACCD Strategic Initiatives

San Antonio College, a college of the Alamo Community College District, is guided by the ACCD Strategic Initiatives and Strategic Objectives, the document that will guide the district and its colleges into the new century. Approved in June, 1999, by the ACCD Board of Trustees, the document was used by the Institutional Effectiveness Steering Committee in developing the college objectives.

STRATEGIC INITIATIVE #1

The Alamo Community College District will nurture a student oriented environment.

SUMMARY: *THE ALAMO COMMUNITY COLLEGE DISTRICT (ACCD) WILL ENGAGE IN EMPLOYEE DEVELOPMENT DESIGNED TO REINFORCE ATTITUDES AND BEHAVIOR WHICH CREATE AN ENVIRONMENT CONDUCIVE TO STUDENT SUCCESS. ALL FUNCTIONS OF THE COLLEGES SHOULD BE DESIGNED AND CONSISTENTLY EVALUATED TO INSURE EFFICIENCY AND EFFECTIVENESS IN MEETING STUDENT NEEDS.*

COLLEGE STRATEGIC GOAL 1.1.97	**THE COLLEGE WILL MODIFY EXISTING STRATEGIES AND INITIATE NEW STRATEGIES WHICH WILL SUPPORT STUDENTS IN ACHIEVING THEIR EDUCATIONAL GOALS.**
College Objective 1.1.4.96	Without negatively affecting the success of students who transfer, by August of the year 2002, 76% of the students enrolled in college-level courses on the permanent recording date each fall semester will have completed the course.
College Objective 1.1.5.96	Without negatively affecting the success of students in future college-level courses, by August of the year 2002, 76% of students enrolled in developmental/remedial courses on the permanent recording date each fall semester will have completed the courses.
College Objective 1.1.6.96	By August of the year 2002, the college will achieve a 15% increase in the number of Associate of Arts and Associate of Science degrees and achieve a 15% increase in the number of Associate of Applied Science and level 1 and level 2 certificates awarded as compared to the number awarded in the academic year 1995-1996. (Base Line 95-96: AA & AS = 83, AAS & Certificates = 634: Data Source: 1997-1998 San Antonio College Fact Book)
College Objective 1.1.7.97	By August 2002 all students will be required to declare their educational intent each time they register.
College Objective 1.1.8.01	By August 2003, 30% of full-time first-time-in-college students receiving remediation will receive a degree or certificate or transfer within 4 years.
College Objective 1.1.9.01	By August 2003 70% of Full-time FTIC students who did not receive remediation in the Fall will have been retained through the following Spring semester.
College Objective 1.1.10.01	By August 2003 percentage of contact hours completed in Arts and Sciences will be within five percentage points of the state average.
COLLEGE STRATEGIC GOAL 2.1.99	**SAN ANTONIO COLLEGE WILL DEVELOP AN ENVIRONMENT CONDUCIVE TO INDIVIDUALS ACHIEVING THEIR EDUCATIONAL GOALS.**

College Objective 2.1.1.96	By August of the year 2002, 80% of college units each academic year will promote global awareness through courses, programs, or special activities.
College Objective 2.1.3.99	By the year 2002, the college will provide students, employees and the community reasonable remote access to college and transitioning services.
COLLEGE STRATEGIC GOAL 3.1.98	**SAN ANTONIO COLLEGE WILL SUPPORT EMPLOYEE OPPORTUNITIES FOR PROFESSIONAL AND PERSONAL DEVELOPMENT.**
College Objective 3.1.1.98	By 2002, 100% of full-time, permanent employees of San Antonio College will have participated in activities to raise their awareness of Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.
COLLEGE STRATEGIC GOAL 4.1.97	**THE ETHNIC DIVERSITY OF FACULTY, ADMINISTRATORS, AND PROFESSIONALS FOR THE COLLEGE WILL BE IN PROPORTION TO THE DIVERSITY OF THE COLLEGE STUDENT POPULATION.**
College Objective 4.1.2.01	By August 2005, the college will have complied with the recommendations of the Access and Equity Committee.
COLLEGE STRATEGIC GOAL 4.2.98	**THE COLLEGE WILL CONTINUALLY ASSESS AND RESPOND TO CHANGING TECHNOLOGY NEEDS.**
College Objective 4.2.4.98	By 2002 each instructional unit will have access to multimedia capabilities sufficient to meet their instructional needs.
College Objective 4.2.5.98	By 2002 all computer facilities will be networked to provide universal access where appropriate.
College Objective 4.2.6.98	By the year 2002, the college will provide students, employees, and community, on- or off-campus, reasonable access to electronic resources available for distribution through the Learning Resource Center.
College Objective 4.2.10.01	By 2005, 90% of instructional units will be supported with adequate technology appropriate for their instructional mission.
COLLEGE STRATEGIC GOAL 6.1.01	**SAN ANTONIO COLLEGE WILL INCREASE RECRUITMENT, RETENTION, TRANSFER AND GRADUATION RATES FOR POTENTIAL AND CURRENT STUDENTS REFLECTIVE OF THE SERVICE AREA POPULATION, ESPECIALLY THOSE STUDENTS WHO ARE ECONOMICALLY DISADVANTAGED.**
College Objective 6.1.1.01	San Antonio College will continue to increase the percentage of minority students at the college to reflect increases in the service area population (baseline Fall 00 = 60.5%).
College Objective 6.1.2.01	By the end of Academic Year 2001, there will be an increase in enrollment of FTIC's from all sources which is 15% above the previous five-year period (Fall and Spring 95/96 through Fall and Spring 99/00) combined average number (2,633) at point of the Census Date.
College Objective 6.1.3.01	By August 2006, the college will integrate enrollment, assessment, admissions, counseling, financial aid, demographic, socio-economic, and academic progress information about students into one Decision Support System accessible to all staff

	and faculty; and 90% of staff and faculty will trained in its utilization.
College Objective 6.1.4.01	By August 2004, at least 20% of faculty (baseline total faculty = 948 Fall 1999) will have received instruction on one or more retention strategies, to include learning communities, learning styles, problem based learning, supplemental instruction, service learning, peer mentorship, and collaborative learning.
College Objective 6.1.5.01	By August 2006, at least 25% (baseline 8,770 "academically disadvantaged," Fall '00) of all students who are assessed at the developmental level in more than one subject will be enrolled in academic programs utilizing one or more of the retention strategies referred to in 6.1.4.01.
College Objective 6.1.6.01	By August 2006, San Antonio College will have increased the Fall-to-Fall retention of students by 1% each year, from a Fall '98 to Fall '99 baseline of 43.1%.
College Objective 6.1.7.01	By August 2006, San Antonio College will increase the transfer rate to four-year Texas public institutions for Hispanic and African American students to 10.4%, from a baseline of 6.4% in academic year 98-99.
College Objective 6.1.8.01	By August 2006, San Antonio College will increase the numbers of students graduating by 10%, from a baseline of 416 in academic year 99-00.

Strategic Objective 1.1: By September 2002, the percentage of remediated students earning a "C" or better in college level courses will equal that of students who required no remediation.

COLLEGE STRATEGIC GOAL 1.1.97	**THE COLLEGE WILL MODIFY EXISTING STRATEGIES AND INITIATE NEW STRATEGIES WHICH WILL SUPPORT STUDENTS IN ACHIEVING THEIR EDUCATIONAL GOALS.**
College Objective 1.1.5.96	Without negatively affecting the success of students in future college-level courses, by August of the year 2002, 76% of students enrolled in developmental/remedial courses on the permanent recording date each fall semester will have completed the courses.
College Objective 1.1.8.01	By August 2003, 30% of full-time first-time-in-college students receiving remediation will receive a degree or certificate or transfer within 4 years.

Strategic Objective 1.2: By September 2001, The ACCD will have the capacity to provide educational support for at least 15% of all adults in our service area affected by welfare reform.

Strategic Objective 1.3: By September 2001, 85% of all non-returning and graduated students tracked by the Coordinating Board and local private institutions of higher education will have transferred or attained employment.

COLLEGE STRATEGIC GOAL 1.1.97	**THE COLLEGE WILL MODIFY EXISTING STRATEGIES AND INITIATE NEW STRATEGIES WHICH WILL SUPPORT STUDENTS IN ACHIEVING THEIR EDUCATIONAL GOALS.**
College Objective 1.1.8.01	By August 2003, 30% of full-time first-time-in-college students

receiving remediation will receive a degree or certificate or transfer within 4 years.

COLLEGE STRATEGIC GOAL 2.1.99	**SAN ANTONIO COLLEGE WILL DEVELOP AN ENVIRONMENT CONDUCIVE TO INDIVIDUALS ACHIEVING THEIR EDUCATIONAL GOALS.**
College Objective 2.1.3.99	By the year 2002, the college will provide students, employees and the community reasonable remote access to college and transitioning services.

Strategic Objective 1.4: By September 2001, each academic year 95% of all district employees will participate in at least one activity related to increasing staff, faculty and administrative productivity, meeting changing student needs, utilizing changing technology, applying new teaching/learning methods, or addressing curriculum issues.

COLLEGE STRATEGIC GOAL 3.1.98	**SAN ANTONIO COLLEGE WILL SUPPORT EMPLOYEE OPPORTUNITIES FOR PROFESSIONAL AND PERSONAL DEVELOPMENT.**
College Objective 3.1.1.98	By 2002, 100% of full-time, permanent employees of San Antonio College will have participated in activities to raise their awareness of Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.
COLLEGE STRATEGIC GOAL 4.2.98	**THE COLLEGE WILL CONTINUALLY ASSESS AND RESPOND TO CHANGING TECHNOLOGY NEEDS.**
College Objective 4.2.1.98	By 2002 80% of all college employees will have achieved appropriate levels of computer utilization and/or computer technical proficiency appropriate to their tasks.
COLLEGE STRATEGIC GOAL 6.1.01	**SAN ANTONIO COLLEGE WILL INCREASE RECRUITMENT, RETENTION, TRANSFER AND GRADUATION RATES FOR POTENTIAL AND CURRENT STUDENTS REFLECTIVE OF THE SERVICE AREA POPULATION, ESPECIALLY THOSE STUDENTS WHO ARE ECONOMICALLY DISADVANTAGED.**
College Objective 6.1.3.01	By August 2006, the college will integrate enrollment, assessment, admissions, counseling, financial aid, demographic, socio-economic, and academic progress information about students into one Decision Support System accessible to all staff and faculty; and 90% of staff and faculty will trained in its utilization.
College Objective 6.1.4.01	By August 2004, at least 20% of faculty (baseline total faculty = 948 Fall 1999) will have received instruction on one or more retention strategies, to include learning communities, learning styles, problem based learning, supplemental instruction, service learning, peer mentorship, and collaborative learning.

Strategic Objective 1.5: By September 2002, the ACCD will have the capacity to provide appropriate, 'student requested' activity opportunities to 75% of all students each semester.

Strategic Objective 1.6: By September 2001, each semester 86% of all credit students will be retained.

COLLEGE STRATEGIC GOAL 1.1.97	**THE COLLEGE WILL MODIFY EXISTING STRATEGIES AND INITIATE NEW STRATEGIES WHICH WILL SUPPORT STUDENTS IN ACHIEVING THEIR EDUCATIONAL GOALS.**
College Objective 1.1.4.96	Without negatively affecting the success of students who transfer, by August of the year 2002, 76% of the students enrolled in college-level courses on the permanent recording date each fall semester will have completed the course.
College Objective 1.1.5.96	Without negatively affecting the success of students in future college-level courses, by August of the year 2002, 76% of students enrolled in developmental/remedial courses on the permanent recording date each fall semester will have completed the courses.
College Objective 1.1.7.97	By August 2002 all students will be required to declare their educational intent each time they register.
College Objective 1.1.9.01	By August 2003 70% of Full-time FTIC students who did not receive remediation in the Fall will have been retained through the following Spring semester.
College Objective 1.1.10.01	By August 2003 percentage of contact hours completed in Arts and Sciences will be within five percentage points of the state.
COLLEGE STRATEGIC GOAL 6.1.01	**SAN ANTONIO COLLEGE WILL INCREASE RECRUITMENT, RETENTION, TRANSFER AND GRADUATION RATES FOR POTENTIAL AND CURRENT STUDENTS REFLECTIVE OF THE SERVICE AREA POPULATION, ESPECIALLY THOSE STUDENTS WHO ARE ECONOMICALLY DISADVANTAGED.**
College Objective 6.1.3.01	By August 2006, the college will integrate enrollment, assessment, admissions, counseling, financial aid, demographic, socio-economic, and academic progress information about students into one Decision Support System accessible to all staff and faculty; and 90% of staff and faculty will trained in its utilization.
College Objective 6.1.4.01	By August 2004, at least 20% of faculty (baseline total faculty = 948 Fall 1999) will have received instruction on one or more retention strategies, to include learning communities, learning styles, problem based learning, supplemental instruction, service learning, peer mentorship, and collaborative learning.
College Objective 6.1.5.01	By August 2006, at least 25% (baseline 8,770 "academically disadvantaged," Fall '00) of all students who are assessed at the developmental level in more than one subject will be enrolled in academic programs utilizing one or more of the retention strategies referred to in 6.1.4.01.
College Objective 6.1.6.01	By August 2006, San Antonio College will have increased the Fall-to-Fall retention of students by 1% each year, from a Fall '98 to Fall '99 baseline of 43.1%.

STRATEGIC INITIATIVE #2

The Alamo Community College District will increase its presence in Bexar and surrounding counties.

SUMMARY: *THE ALAMO COMMUNITY COLLEGE DISTRICT WILL AGGRESSIVELY PURSUE RELEVANT NEW PROGRAMS, DEVELOP WAYS TO BETTER SERVE EXISTING*

OFF-CAMPUS LOCATIONS, INCREASE ITS VISIBILITY, AND INFORM ITS CONSTITUENTS OF THE EDUCATIONAL OPPORTUNITIES AVAILABLE TO THEM. A NEW CAMPUS IN THE NORTHWEST, ADDITIONAL DELIVERY SITES IN THE NORTHEAST QUADRANT AND ENHANCED MARKETING/COLLABORATION EFFORTS WILL BE A PART OF THE STRATEGY.

Strategic Objective 2.1: By September 2002, the ACCD will achieve at least a 7% participation rate of the 'standard market population' in our service area.

COLLEGE STRATEGIC GOAL 2.1.99	**SAN ANTONIO COLLEGE WILL DEVELOP AN ENVIRONMENT CONDUCIVE TO INDIVIDUALS ACHIEVING THEIR EDUCATIONAL GOALS.**
College Objective 2.1.3.99	By the year 2002, the college will provide students, employees and the community reasonable remote access to college and transitioning services.
COLLEGE STRATEGIC GOAL 4.2.98	**THE COLLEGE WILL CONTINUALLY ASSESS AND RESPOND TO CHANGING TECHNOLOGY NEEDS.**
College Objective 4.2.6.98	By the year 2002, the college will provide students, employees, and community, on- or off-campus, reasonable access to electronic resources available for distribution through the Learning Resource Center.
COLLEGE STRATEGIC GOAL 5.1.98	**SAN ANTONIO COLLEGE WILL CONTINUE TO CREATE AND EXPAND COMMUNITY SUPPORT AND OUTREACH ACTIVITIES.**
College Objective 5.1.2.99	By August 2001, the college will provide technical and continuing education programs to a minimum of 65 private and public-sector employers through contracted instruction each year.
College Objective 5.1.3.99	By 2002, the college will increase by 20% the number of activities which enhance community awareness of its programs and services.
College Objective 5.1.4.99	By 2002, 75% of all college units will be involved each year in community service activities as appropriate.
College Objective 5.1.5.01	By August 2002, the college will help increase the membership in the non-profit alumni association which will operate in a manner consistent with college goals and objectives and to be funded independently of the college.
COLLEGE STRATEGIC GOAL 6.1.01	**SAN ANTONIO COLLEGE WILL INCREASE RECRUITMENT, RETENTION, TRANSFER AND GRADUATION RATES FOR POTENTIAL AND CURRENT STUDENTS REFLECTIVE OF THE SERVICE AREA POPULATION, ESPECIALLY THOSE STUDENTS WHO ARE ECONOMICALLY DISADVANTAGED.**
College Objective 6.1.1.01	San Antonio College will continue to increase the percentage of minority students at the college to reflect increases in the service area population (baseline Fall 00 = 60.5%).
College Objective 6.1.2.01	By the end of Academic Year 2001, there will be an increase in enrollment of FTIC's from all sources which is 15% above the previous five-year period (Fall and Spring 95/96 through Fall and Spring 99/00) combined average number (2,633) at point of the Census Date.

Strategic Objective 2.2: By September 2005, a college/campus with a solid student and program base will be operational in the northeast ACCD service area.

STRATEGIC INITIATIVE #3

The Alamo Community College District will provide and effectively use applicable state-of-the-art technology to fulfill its mission.

SUMMARY: *THE ALAMO COMMUNITY COLLEGE DISTRICT WILL USE TECHNOLOGY TO IMPROVE INSTRUCTION AND OPERATIONAL EFFICIENCY THROUGH OPEN COMPUTER LABS, INFORMATION TECHNOLOGIES AND DISTANCE LEARNING.*

Strategic Objective 3.1: By September 2002, all students, faculty and staff will have access to and training opportunities in the use of functionally appropriate state-of-the-art technology.

College Objective 4.1.2.01	By August 2005, the college will have complied with the recommendations of the Access and Equity Committee.
COLLEGE STRATEGIC GOAL 4.2.98	**THE COLLEGE WILL CONTINUALLY ASSESS AND RESPOND TO CHANGING TECHNOLOGY NEEDS.**
College Objective 4.2.1.98	By 2002 80% of all college employees will have achieved appropriate levels of computer utilization and/or computer technical proficiency appropriate to their tasks.
College Objective 4.2.2.98	By 2002 the college will maintain 100% of PCs (excluding faculty work stations) and file servers on campus to the component level.
College Objective 4.2.3.98	By 2002 the college will provide security for the PCs and file servers on campus.
College Objective 4.2.4.98	By 2002 each instructional unit will have access to multimedia capabilities sufficient to meet their instructional needs.
College Objective 4.2.5.98	By 2002 all computer facilities will be networked to provide universal access where appropriate.
College Objective 4.2.6.98	By the year 2002, the college will provide students, employees, and community, on- or off-campus, reasonable access to electronic resources available for distribution through the Learning Resource Center.
College Objective 4.2.10.01	By 2005, 90% of instructional units will be supported with adequate technology appropriate for their instructional mission.

STRATEGIC INITIATIVE #4

Using measures of effectiveness to ensure continuous improvement, the colleges of the Alamo Community College District will provide relevant educational programs, comprehensive student support systems, and effective systems to facilitate learning consistent with the needs of their designated service area.

SUMMARY: *THE ALAMO COMMUNITY COLLEGE DISTRICT WILL EXPAND DEVELOPMENTAL*

PROGRAMS, OFFER CLASSES DESIGNED TO APPEAL TO OLDER STUDENTS, ENGAGE IN CONTINUOUS PROGRAM REVIEW AND IMPROVE ITS STUDENT TRACKING SYSTEM.

Strategic Objective 4.1: By September 2002, the ACCD will increase distance learning experiences by at least 10% over 1997 - 1998 levels.

COLLEGE STRATEGIC GOAL 2.1.99	**SAN ANTONIO COLLEGE WILL DEVELOP AN ENVIRONMENT CONDUCIVE TO INDIVIDUALS ACHIEVING THEIR EDUCATIONAL GOALS.**
College Objective 2.1.3.99	By the year 2002, the college will provide students, employees and the community reasonable remote access to college and transitioning services.
COLLEGE STRATEGIC GOAL 4.2.98	**THE COLLEGE WILL CONTINUALLY ASSESS AND RESPOND TO CHANGING TECHNOLOGY NEEDS.**
College Objective 4.2.6.98	By the year 2002, the college will provide students, employees, and community, on- or off-campus, reasonable access to electronic resources available for distribution through the Learning Resource Center.

Strategic Objective 4.2: By 2000, ACCD will develop and implement training to enhance management, staff and faculty awareness of Section 504 of the Vocational Rehabilitation Act and the Americans with Disabilities Act.

COLLEGE STRATEGIC GOAL 3.1.98	**SAN ANTONIO COLLEGE WILL SUPPORT EMPLOYEE OPPORTUNITIES FOR PROFESSIONAL AND PERSONAL DEVELOPMENT.**
College Objective 3.1.1.98	By 2002, 100% of full-time, permanent employees of San Antonio College will have participated in activities to raise their awareness of Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

STRATEGIC INITIATIVE #5

The Alamo Community College District will broaden its funding base from public and private sources and redefine its method for allocating available resources.

SUMMARY: *THE ALAMO COMMUNITY COLLEGE DISTRICT WILL AGGRESSIVELY PURSUE NEW OPPORTUNITIES TO INCREASE ITS FINANCIAL RESOURCES TO FUND THE INITIATIVES OUTLINED. THE METHODS FOR INTERNALLY ALLOCATING AVAILABLE FUNDS WILL ASSURE EQUITY AMONG THE COLLEGES AND OPTIMIZE OUTCOMES.*

Strategic Objective 5.1: By September 2003, soft money revenues will increase by at least 10% over fiscal year '98 - '99 levels.

Strategic Objective 5.2: By September 2000, ACCD will identify funding sources to support proposed expansion initiatives.

Strategic Objective 5.3: By September 2002, ACCD will develop funding initiatives from alumni and employee populations to support endowment growth.

COLLEGE STRATEGIC GOAL 5.1.98	**SAN ANTONIO COLLEGE WILL CONTINUE TO CREATE AND EXPAND COMMUNITY SUPPORT AND OUTREACH ACTIVITIES.**

College Objective 5.1.5.01

By August 2002, the college will help increase the membership in the non-profit alumni association which will operate in a manner consistent with college goals and objectives and to be funded independently of the college.

UNIT
STRATEGIC OBJECTIVES

&

2001 - 2002
ANNUAL OPERATIONAL OBJECTIVES

UNIT STRATEGIC AND ANNUAL OPERATIONAL OBJECTIVES

COLLEGE STRATEGIC GOAL 1.1.97 THE COLLEGE WILL MODIFY EXISTING STRATEGIES AND INITIATE NEW STRATEGIES WHICH WILL SUPPORT STUDENTS IN ACHIEVING THEIR EDUCATIONAL GOALS.

To include all forms of instruction: Arts & Sciences, Occupational/Technical, Continuing Education, LRC, Student Development, Developmental Education, seminars, workshops, telecourses, day and evening classes, Internet courses, weekend college, afternoon college, off-campus sites, et al.)

College Objective 1.1.4.96

Without negatively affecting the success of students who transfer, by August of the year 2002, 76% of the students enrolled in college-level courses on the permanent recording date each fall semester will have completed the course.

Division of Arts and Sciences

Astronomy

Strategic Objective:
By May 2004, the Astronomy Department will achieve 76% retention in all college-level courses.

Action Step 1: Evaluate the course presentation and student incentives.
Action Step 2: Where necessary, implement new teaching approaches.
Action Step 3: Evaluate drop procedures.
Action Step 4: Provide adequate peer tutoring support, increasing tutor availability to a total of 40 hours per week for all departmental programs.

Biology

Strategic Objective:
By August 2002, 76% of the students enrolled as of the permanent recording date will complete the course.

Action Step 1: As an added incentive to attend class, in certain classes points will be added to the final average as follows: 3 points for 2 or less absences, 2 points for 3-4 absences, and 1 for 5 absences.
Action Step 2: To improve success on first major exam, in certain General Biology classes the first major exam will cover ecology in place of the more demanding biochemistry and cytology.

Chemistry

Strategic Objective:
By May 2004, the Chemistry Department will achieve 76% retention in all college-level courses.

Action Step 1: Evaluate the course presentation and student incentives.
Action Step 2: Where necessary, implement new teaching approaches.
Action Step 3: Evaluate drop procedures.
Action Step 4: Provide adequate peer tutoring support, increasing tutor availability to a total of 40 hours per week for all departmental programs.

Computer Science

Strategic Objective:
By August 2002, 78% of students enrolled as of the permanent recording date will complete the course.

Action Step 1: Ensure that at least 80% of all technology available to students and instructors in computer class room, computer lab, and offices is current;
Action Step 2: Revise COSC curriculum so that it is parallel to UTSA curriculum without negatively affecting general transferability;
Action Step 3: Reorganize computer class room, lab facilities, and management for efficient delivery of support services to COSC students and faculty;
Action Step 4: Implement initiatives to attract and aid computer science majors (Asso. Degree, additional 2+2 plans, Recruitment);
Action Step 5: Increase advising efforts prior to start of semester and increase liaison with counseling unit.
Action Step 6: Update all syllabi and provide students with stated learning outcomes for all courses.
Action Step 7: Hire additional tenure track faculty to alleviate instructor overloads.
Action Step 8: Allocate adequate monies for hiring classroom assistants to assist instructors;

History

Strategic Objective:
Without negatively affecting the success of students who transfer, by August 2002, 65% of the students enrolled in courses offered by the history department on the census date of the fall semester, will have completed the course.

Action Step 1: The History department will continue to offer, to students identified with deficient study skills and identified as serious about over coming these deficiencies, one special section of History 1301 which will have a one hour per week mandatory study skills lab session in addition to the usual three hours of class time.
Action Step 2: Establish a questionnaire to be completed by each student requesting a drop from a history class. The questionnaire will seek to ascertain the reasons for the drop, the level of commitment to the work of the course, whether the student has seriously made efforts for improvement, the number of consultations with the instructor, the number of visits to SLAC or tutoring session; etc., The questionnaire will give the instructor a basis for counseling the potential drop and will cause the student to think about the consequences of the drop and to consider whether staying with the course is practical.

Journalism

Strategic Objective:
By August 2002, the fall completion rate for COMM 1307 will be 78%.

Action Step 1: Get lists of mass communications, communications, journalism and photography majors. The list contained students from earlier semesters who either had left the program or left school. It was of little value. We must seek another source of declared majors since the college has instituted a mandate to declare majors - completed

Strategic Objective:
By August 2002, the fall completion rate for Journalism 2370 courses will be 65%

Action Step 1: Screen incoming students for competencies needed to successfully complete the course - in progress
Action Step 2: Establish peer and former student tutoring services - completed
Action Step 3: Put a hold in the registration system requiring students to see a Journalism faculty member before enrolling in the course
Action Step 4: Consult with the dean so the course will be allowed to make with a minimum of five students - completed
Action Step 5: Our new plan is to offer JOUR 1170 twice each semester in flex-terms and appeal to students who are majoring in public relations who might not be able to take Reporting 1 and photographers interested in photojournalism. We also will counsel journalism majors who might need to take JOUR 1170 before Reporting 1. We hope this will allow more completers in JOUR 2370 (Reporting 1) - in progress

Kinesiology and Physical Education

Strategic Objective:
By August 2002, the Kinesiology and Physical Education Department will achieve a retention rate of 76%.
Action Step 1: Purchase needed exercise equipment from multi-year gym rental account.
Action Step 2: Monitor class size(s) and determine enrollment trends which will maximize class sizes.
Action Step 3: Prepare departmental strategies for effective classroom management to enhance retention.
Action Step 4: Secure funding from District for purchase of exercise equipment.

Mathematics

Strategic Objective:
By August 2002, 68.50% of students enrolled as of the permanent recording date will complete the course.
Action Step 1: Enhance current Learning Resource Lab, including tutoring services, and increase student awareness of program.
Action Step 2: Increase advising efforts, including support for Eve. Division students, and increase liaison with counseling unit;
Action Step 3: Allocate adequate monies for hiring qualified graders and class room assistants to assist instructors
Action Step 4: Implement scheduling initiatives;
Action Step 5: Implement initiatives to attract and aid mathematics majors.(Asso. Degree, additional 2+2 Plans, Recruitment)
Action Step 6: Update all syllabi and provide students with stated learning outcomes for all courses.
Action Step 7: Hire additional tenure track faculty to alleviate instructor overloads.

Music/Humanities

Strategic Objective:
By August 2002, the Music Department will achieve an increase in the number of students who earn a productive grade during the fall semester in MUSI 1181 to 63%.
Action Step 1: Review departmental syllabi for MUSI 1181 and MUSI 1182 for clarity of student outcomes.
Action Step 2: Schedule and conduct a workshop for all faculty teaching MUSI 1181 and MUSI 1182 to compare teaching materials and teaching strategies.
Action Step 3: Review instructional materials to insure an appropriate level of difficulty and a minimum of duplication is encountered when students progress from 1181 to 1182.
Action Step 4: Devise a standard audition to be required for all instructors to administer at the first class period to assure placement in the correct course.

Strategic Objective:
By August 2003, the Music Department will achieve an increase in the number of students who earn a productive grade during the fall semester in MUSI 1301 by 10.6%.
Action Step 1: Relocate the student computer lab to McFA 111 using existing MIDI pianos and increasing the number of computers from 5 to 9. Workstations designed to accommodate computer monitor and keyboard are required to make the move possible.
Action Step 2: Schedule a workshop for the six faculty teaching MUSI 1301 to review expectations, share teaching strategies, and compare course materials.
Action Step 3: Increase the availability of the lab during hours after the office is closed and on weekends.
Action Step 4: Investigate software programs designed to drill fundamentals in music theory, thereby reinforcing concepts learned in the classroom.
Action Step 5: Develop a plan to upgrade computers currently being used in the student lab over a period of three years.

Philosophy

Strategic Objective:
By Fall 2003, retention in all fall Philosophy courses will be 80%
Action Step 1: Purchase 50 - 100 tapes and/or cds.
Action Step 2: Select a screening committee from department faculty members to screen and order tapes.
Action Step 3: Utilize carefully selected tapes and evaluate effectiveness.

Sociology

Strategic Objective:
By August 2002, 80% of students enrolled in Introductory Sociology courses as of the permanent recording date will complete the course.

Action Step 1:	Conduct a departmental workshop on "Faculty Attitudes and the Resulting Impact on Student Retention".
Action Step 2:	Revise and administer the student questionnaire completed by students dropping our courses.
Action Step 3:	Mail a cover letter, exit questionnaire, and return envelope to those students who drop through Admissions and Records.
Action Step 4:	Add retention statement to each departmental compentency based syllabi.
Action Step 5:	Continue to monitor the number of faculty and faculty attitudes toward conducting structured review sessions before each major exam.

Division of Learning Resources

Learning Resource Center

Strategic Objective:
Strat 1-1 By August 2002, 75% of students/clients surveyed will rate the LRC instructional services as above average or excellent.

Action Step 8:	(Formerly Strat1-1 Step 8) Develop an evaluation instrument measuring the effectiveness of library instruction by August 2002. In Progress. Roll over to 2001-02. (College Objectives: 1.1.4.96, 1.1.5.96)
Action Step 13:	(Formerly Strat 1-5 Step 1) Add one new Outreach Librarian (1 FTE) by November 2001.* Not funded in 00-01. Administration indicated position would be funded for Spring 2002. Roll over to 2001-02 plan. (College Objectives: 2.1.3.99, 5.1.3.99) (LRC acct 6900-20)
Action Step 14:	By August 2002, survey students on forced scholastic withdrawal (Stu Dev 0371: Strategies for Success Program) to determine what LRC materials and or services are needed. (College Objective: 1.1.5.96)
Action Step 15:	By August 2004, LRC faculty will have received instruction in one or more retention strategies. (College Objective: 6.1.4.01)

Division of Occupational/Technical Education

Engineering - Electronics

Strategic Objective:
By August 2003, increase the number of students who complete our courses by 3%

Action Step 1: Make at least one set of lecture notes available on the program's web site

College Objective 1.1.6.96

By August of the year 2002, the college will achieve a 15% increase in the number of Associate of Arts and Associate of Science degrees and achieve a 15% increase in the number of Associate of Applied Science and level 1 and level 2 certificates awarded as compared to the number awarded in the academic year 1995-1996. (Base Line 95-96: AA & AS = 83, AAS & Certificates = 634: Data Source: 1997-1998 San Antonio College Fact Book)

Division of Arts and Sciences

Chemistry

Strategic Objective:
By August 2002, a student will graduate with an Associate of Science in Chemistry degree.
Action Step 1: Form a committee to develop the Associate of Science in Chemistry degree.
Action Step 2: Present the Associate of Science in Chemistry degree program to the Curriculum Review and Evaluation Committee.
Action Step 3: Promote chemistry and related fields through advertising.

Journalism

Strategic Objective:
By August 2002, the number of students earning an AA in Journalism will increase by five (5) each year.
Action Step 1: Place the AA degree plan in the 2001-2001 catalog - completed
Action Step 2: Provide every COMM 1307 student with information about the degree and the 2+2 program with UTSA - in progress
Action Step 3: We now have a brochure which outlines the AA degree plan for prospective students and it also includes a description of courses they may take for the 15-hour requirement. We have contacted Director Hoopes about possibly allowing the 15-hour major requirement to include six (6) hours of photography. She said this could be done and that the student would declare either journalism or photography as the major in the AA. The journalism AA would require at least nine (9) hours of journalism of the total of fifteen (15). - completed

Mental Health Technology

Strategic Objective:
By August 2005, 20 degrees and certificates will be awarded each academic year.
Action Step 1: Increase Program advertising to increase enrollment
Action Step 2: Increase student advisement to increase student retention
Action Step 3: Incorporate a computer component into all DAAC courses.
Action Step 4: Develop additional Internet DAAC courses.
Action Step 5: Review and expand the number of 2+2 articulation agreements with area universities

Photography

Strategic Objective:
By August 2002, five students will receive a Photography degree each year.
Action Step 1: Place an Associate in Arts degree plan for photography in the 200-2002 catalog - completed
Action Step 2: Provide every PHOT 1370 student with information about the degree and the 2+2 - in progress.
Action Step 3: We have developed a brochure which contains the degree plan for the Associate in Arts degree in Photography. Also, Director Hoopes has said Photography majors may have six hours of journalism which would include JOUR 1374, Digital Photography, and JOUR 1375, News Photography. This should increase enrollment in those two classes and allow students to concentrate on their Photography degree with an emphasis on photojournalism. Other emphasis would be on portraiture or commercial photography - completed

Psychology

Strategic Objective:
By August 2002, there will be 10 Associate in Arts degrees awarded in Psychology each academic year.
Action Step 1: Incorporate a computer component into all Psychology courses.
Action Step 2: Review the current department course offerings and expand as necessary.

Action Step 3: Develop additional Internet Psychology courses.
Action Step 4: Review and expand the number of 2+2 articulation agreements with area universities.

Theatre and Communication

Strategic Objective:
By September 2002, the Theatre & Communication Department will have offered five (5) scholarships to declared speech or drama majors enrolling in departmental classes.
Action Step 1: Develop criteria for departmental major scholarships
Action Step 2: Develop a scholarship application form based on the model provided by the Music & Humanities Department.
Action Step 3: Transfer funds to object code 69 in the McCreless Theatre account, 06-11-6291.
Action Step 4: Advertise and solicit applications
Action Step 5: Award scholarships to speech or drama majors
Action Step 6: Evaluate the program at the end of the 2001-2002 academic year.

Division of Learning Resources

Counseling and Services for Special Populations

Strategic Objective:
By September 1, 2002, by providing a wide variety of developmental courses, workshops, programs, counseling, and other strategic interventions, Counseling and Services for Special Populations will enable the college to increase its Fall to Fall rate of Retention by 2% over the previous academic year.
Action Step 1: Provide $100 book vouchers for 150 FTIC SAEP students.
Action Step 2: Provide $100 book vouchers for 15 SAC PALS.
Action Step 3: Provide 2+2 transfer degree plan printing to San Antonio College students at the Northeast Center.
Action Step 4: Recruit and employ Team Leaders for projected increased SDEV classes.
Action Step 5: Continue employment of Clerk III to provide administrative support to faculty teaching "Strategies for Success."
Action Step 6: Continue employment of a staff development assistant to coordinate Team Leaders and provide campus tours.
Action Step 7: Purchase polo shirts for Team Leaders and SDEV class instructors (35 @ $25).
Action Step 8: Recruit and employ workstudy students as Team Leaders to assist with increased number of "Strategies for Success" sections.
Action Step 9: Print instructional and administrative materials for increased number of "Strategies for Success" sections.
Action Step 10: Purchase 2000 additional E-LASSI assessments for "Strategies for Success" and SDEV classes ($2.50 each).
Action Step 11: Continue employment of a part-time Student Success Specialist III to coordinate evening and weekend student needs for Special Populations.
Action Step 12: Continue employment of a part-time Clerk (to support the administrative needs) for evening and weekend special populations students.
Action Step 13: Maintain a supplementary, discretionary fund to support retention activities for 11 service units composing the Department of Counseling and Services for Special Populations to be used for increased quantity and expense for printing, workshops, postage, office supplies, computer software, maintenance, upgrades, and correspondence
Action Step 14: Maintain an adaptive computer lab to meet the access needs of students with disabilities to achieve academic success. This includes paper and printing supplies, i.e. notetaking paper, Brailling paper to print course materials, etc.

Strategic Objective:
By September 1, 2002, by providing a wide variety of strategic interventions, Counseling and Services for Special Populations will enable the college to increase the percentage of students who complete a certificate, degree, and/or transfer to a 4-yr institution by 2% over the previous academic year.
Action Step 1: Recruit and employ 1 Job Placement student assistant to assist the increased number of students who will participate in Job Placement activities such as using "Job Direct" and "Resume Mailer" computer software applications.

Action Step 2: Support retention activities of Counseling and Services for Special Populations service units and respond to the increase in quantity and cost for printing, office supplies, and postage.

Action Step 3: Maintain an adaptive computer lab to meet the access needs of students with disabilities for academic success and retrieving transfer and career information, etc. This includes paper and printing supplies, i.e. notetaking paper, Brailling paper to print transfer information, etc.

Division of Occupational/Technical Education

Computer Aided Drafting and Design Technology

Strategic Objective:
By August 2003, the Computer Aided Drafting and Design Program will graduate 11 students each year.

Action Step 1: By August 2002, the computers in the oldest CADD lab (CAC 156) will be replaced and assigned to other units as well as upgrading the monitors in CAC 154 and the plotters in CAC 153 and CAC 154

Action Step 2: The College/District will maintain the agreements currently in place for AutoCAD and Microstation Software

Action Step 3: By August 2002, the GPS units will be upgraded by purchasing two additional mapping level units and two survey level units

Action Step 4: By August 2002, the Department will develop a marketing CD for the new GIS Program

Action Step 5: By August 2002, the Department will increase it capability for instruction and recruiting by purchasing and utilizing two laptop computers and five projection units

Action Step 6: By August of 2002, the college will expand its CADD labs by splitting CAC 152 into two smaller labs and equipping the labs with computers and software.

Action Step 7: By August of 2002, the department will mail notices of classes to appropriate audiences

Action Step 8: By August of 2002, the department will contact all listed majors who have not taken classes in the past year and encourage them to complete appropriate degrees and certificates.

Engineering - Electronics

Strategic Objective:
By August 2002, complete the development of courses required for a newly created 1-yr certificate and AAS degree

Action Step 1: Complete establishment of one course by August 2001

Action Step 2: Complete establishment of two additional courses by August 2002

Engineering - Occupational Safety and Health Technology

Strategic Objective:
By August of the year 2002, the college will achieve a 15% increase in the number of Associate of Applied Science and level 1 and level 2 certificates awarded as compared to the number awarded in the academic year 1995-1996

Action Step 1: Mail program information to area employers

Action Step 2: Call area employers following the mailout

Engineering Technology

Strategic Objective:
By August of the year 2002, the college will achieve a 15% increase in the number of Associate of Applied Science and level 1 and level 2 certificates awarded as compared to the number awarded in the academic year 1995-1996

Action Step 1: Mail program information to area employers

Action Step 2: Call area employers following the mailout

Interpreter Training/American Sign Language

Strategic Objective:
By August 2002, have documentation and plan for establishing a trilingual option in the Sign Language Interpreting degree plan.

Action Step 1: Research and document what is currently available in the US regarding Trilingual Interpreting Programs
Action Step 2: Develop a degree plan.
Action Step 3: Develop curriculum for additional courses needed.
Action Step 4: Hire qualified faculty.

Nursing Education

Strategic Objective:
1. Increase enrollment to 140 students in 1st semester Generic Program by August 2002. 2. Develop retention program to enable students to achieve AAS in Nursing by August 2002.

Action Step 1: a. Replace vacant faculty positions (5) b. Print brochures for student recruitment c. Develop measures to retain faculty
Action Step 2: a. Add 2 new faculty positions
Action Step 3: a. Add 2 new faculty positions to implement retention program for 1st and 2nd year course

Strategic Objective:
I. By August 2002, the Department of Nursing Education will revise the Total Evaluation planned data collection tools. II. By August 2002 the Department of Nursing Education will develop evaluation instrument for implementation of WECM. III. By August 2002 the Department of Nursing Education will develop an system to compare local (main campus) courses with the Distance Learning Initiatives.

Action Step 1: 1. Administer Total Evaluation planned data collection tools to designated groups at specified times. 2. Analyze data. 3. Discuss results in designated committees.
Action Step 2: 1. Develop evaluation instruments for first year course by August 2001. 2. Develop evaluation instruments for second year courses by August 2002.
Action Step 3: 1. Discuss need for statistical evaluation of this objective with Institutional Research. 2. Analyze main campus distance learning course evaluations with Kerrville and Southwest Texas Border (SWTB) area distance learning initiative courses. 3. Analyze main campus course evaluations with all distance learning initiative courses. 4. Analyze Kerrville course evaluations with SWTB area distance learning initiatives. 5. Assess consumer satisfaction (alumni).

College Objective 1.1.7.97

By August 2002 all students will be required to declare their educational intent each time they register.

College Level

Strategic Action Steps:

1. By January 2002, Information Systems will complete set-up of web tracking system to include "intent" module. Responsibility: Dean, Student Services

2. By January 2002, Records and Registration will include manual tracking forms at registration. Responsibility: Dean, Student Services

3. By August 2002, web and manual tracking forms fully utilized for declaring "intent". Responsibility: Dean, Student Services

College Objective 1.1.8.01

By August 2003, 30% of full-time first-time-in-college students receiving remediation will receive a degree or certificate or transfer within 4 years.

Division of Arts and Sciences

Foreign Languages

Strategic Objective:
By August 2003, 90% of level 4 ESL students will pass TASP/Accuplacer

Action Step 1:	Set up data collection
Action Step 2:	Identify students (by student number) who have completed ESL advanced level grammar, composition, and reading courses
Action Step 3:	Counsel students about taking the college placement exams
Action Step 4:	Track scores on screen 221 of student data screens (Passport)
Action Step 5:	Compile and chart data for 3 years

College Objective 1.1.10.01

By August 2003 percentage of contact hours completed in Arts and Sciences will be within five percentage points of the state average.

COLLEGE STRATEGIC GOAL 2.1.99 SAN ANTONIO COLLEGE WILL DEVELOP AN ENVIRONMENT CONDUCIVE TO INDIVIDUALS ACHIEVING THEIR EDUCATIONAL GOALS.

To include all forms of Student Services: LRC, Counseling and Guidance, Testing/Assessment, FIPSE/SAP, SLAC and other tutoring laboratories, Admissions and Records, student life activities, Financial Aid, College Health Center, special populations assistance, Veterans' Affairs, International Students, Women's Center, Disabled Student Services, Job Placement, child care, and various and sundry federal programs and projects, et al.

College Objective 2.1.1.96

By August of the year 2002, 80% of college units each academic year will promote global awareness through courses, programs, or special activities.

Division of Arts and Sciences

Foreign Languages

Strategic Objective:
By August 2002, the FL Department will offer a travel/study program to a Spanish speaking country.

Action Step 1:	Locate a Spanish teacher or teacher to sponsor a travel group
Action Step 2:	Work with a study travel agency to set up an attractive destination country
Action Step 3:	Study options for a jointly sponsored theme trip with another department i.e. art in Spanish speaking country, Biology field trip in a Spanish speaking country
Action Step 4:	Develop curriculum and trip plans
Action Step 5:	Advertise and promote the program
Action Step 6:	Sign up students and arrange payment
Action Step 7:	Take trip
Action Step 8:	Evaluate trip

College Objective 2.1.3.99

By the year 2002, the college will provide students, employees and the community reasonable remote access to college and transitioning services.

College Level

Strategic Action Step:

1. By 2002, the Office of Instructional Technologies will provide students, employees and the community reasonable remote access to instructional applications. Responsibility: Director, Instructional Technologies

Performance evaluation measures:

By 2002, the Office of Instructional Technologies will provide the necessary technologies to provide students, employees and the community remote access to instructional applications.

By 2002, the Office of Instructional Technologies will provide personnel with training to provide remote access to instructional applications.

Division of Arts and Sciences

Economics

Strategic Objective:

By Spring semester 2002, the Economics Department will offer an internet course.

Action Step 1:	Two of our Faculty members will attend courses in the Instructional Innovation Center to develop Internet Courses for our department.
Action Step 2:	After completion of developing the internet courses for our department, the department will review and make necessary changes, then approval will follow.

Action Step 3: After approval, the Economics department would like to offer the internet courses in the year 2002 for the Spring semester.

Student Learning Assistance Center

Strategic Objective:

By October 2002, SLAC will have increased the number of students tutored by 5% over 1998-99 numbers by offering Internet tutoring.

Action Step 1: Provide Internet tutoring

Mathematics and Computer Science

Strategic Objective:

By January 2002, 50% of all course offerings (as listed in catalog) in Math and COSC will be offered via internet.

Action Step 1: Develop Math 2413 for internet;

Action Step 2: Develop Math 1442 for internet;

Action Step 3: Develop Math 0300 for internet;

Action Step 4: Develop COSC 1315 for internet;

Action Step 5: Develop Math 1332 for internet;

Action Step 6: Increase support for proctored and computerized testing center;

Action Step 7: Increase internet related technology both software and hardware.

Theatre and Communication

Strategic Objective:

By September 2002, the Theatre and Communication Department will offer one section of Speech 1311 as an Internet course.

Action Step 1: Faculty member completes all courses necessary for certification as an Internet instructor.

Action Step 2: Faculty member constructs the online version of the course.

Action Step 3: Online Speech 1311 course approved by Internet Certification Committee.

Action Step 4: Faculty workstation set up in a secure location.

Action Step 5: Internet course section offered in Fall 2002 course schedule.

Division of Learning Resources

Assessment Center

Strategic Objective:

1.2.1.02 Provide 150 computer testing stations by August 2004.

Action Step 1: Increase on-campus testing center computers and workstations to 80 by August 2004. (College Objective 6.1.2.01). 01-02. Computers: 20@ $1,800 =$36,000. Workstations: 60 @ $300 = $18,000

Action Step 2: Convert off-campus "paper and pencil" to computer assessment with 70 laptop computers by August 2004. (College Objective 2.1.3.99) Technology Fund 20 @ $2,200 = $44,000

Action Step 3: Develop and implement an assessment services evaluation instrument by August 2002. (College Objective 6.1.2.01)

Women's Center

Strategic Objective:

75% of target populations surveyed who rate the Women's Center instructional services as above average or excellent by 2004.

Action Step 1: Develop and implement evaluation instrument to measure effectiveness of instructional services by August 2002 (College Objective 2.1.3.99).

Action Step 2: Provide instruction for Adult Re-Entry Program by converting adjunct full-time counseling position into tenure track position by August 2004.(College Objective 2.1.3.99, 6.1.1.01). (9 months)

Action Step 3: Provide resource lab area for students working on basic skills upgrading by providing furniture and equipment (computer tables, computers) via technology fund and Carl Perkins (low tech items, i.e.,typewriter) by August 2004 (College Objective 4.2.9.98, 4.2.10.01)

Action Step 4: Purchase Plato and/or other needed software for Adult Re-Entry Program by August 2002. (College Objective 4.2.9.98, 4.2.10.01).

Action Step 5: Provide instruction to all counselors on appropriate interpretation of career test instruments (i.e., SDS, Please Understand Me) by securing outside consultant services by September 2002. (College Objective 2.1.3.99, 6.1.1.01).

Strategic Objective:

75% of Women's Center target population surveyed rate Women's Center's Student Services (including advisement) as above average or excellent by August 2004..

Action Step 1: Develop & implement an evaluation instrument to measure effectiveness of student services by August, 2002 (College Objective. 2.1.3.99).

Action Step 2: Provide quality personal and career counseling, and advisement to retain Women's Center target populations by replacing tenure track position transferred to the Counseling Center in 00-01 by November 2001 (College Objective 2.1.3.99, 6.1.1.01). (9 mos)

Action Step 3: Provide opportunities for Women's Center target populations to access financial aid resource identification by converting part-time, soft-money Educational Development position to full-time permanent by August 2003 (College Objective 2.1.3.99, 6.1.1.01)).

Action Step 4: Develop and disseminate a Women's Center newsletter as aid to student retention by August 2002 (College Objective 6.1.1.01).

Action Step 5: Purchase digital camera for use in developing newsletter by May 2002 (College Objective 6.1.1.01).

Division of Student Services

Admissions and Records

Strategic Objective:

By August 2002, have 2 full time staff members for the information station to provide consistent and continuous information to students.

Action Step 1: Hire two full-time staff members

Strategic Objective:

By August 2002, increase the number of residency forms scanned to 20,000.

Action Step 1: Hire one permanent full-time staff member to scan all residency forms.

Strategic Objective:

By August 2002, increase the number of students being served in the evening and provide TASP representation for Distance Education team to 1000.

Action Step 1: Hire one permanent full-time staff member to serve evening and distance education population.

Strategic Objective:

By August 2002, we will proportionately replace the number of scanned SDF's to WEB SDF's by 150.

Action Step 1: Recommend changes to improve the WEB student data form to ACCD Information Technology Services.

Action Step 2: Advertise in the San Antonio College class schedule.

Action Step 3: Provide flyers to all departments that engage in advisement, promoting "admissions via internet"

Action Step 4: Advertise in the Ranger during the Fall and Spring semesters.

Action Step 5: Response to public inquiry regarding registration will include WEB application option.

COLLEGE STRATEGIC GOAL 3.1.98 SAN ANTONIO COLLEGE WILL SUPPORT EMPLOYEE OPPORTUNITIES FOR PROFESSIONAL AND PERSONAL DEVELOPMENT.

To include all forms of professional enhancement activities for faculty, staff and administrators, e.g., college classes (undergraduate and graduate), workshops, seminars, conferences/conventions, and faculty exchange programs, et al.

College Objective 3.1.1.98

By 2002, 100% of full-time, permanent employees of San Antonio College will have participated in activities to raise their awareness of Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

College Level

Strategic Action Steps:

1. By November of 2001 disAbility Support Services will have made information available to all college units. Responsibility: Executive Vice President

2. By February of 2002 all full-time, permanent employees will have read the information and indicated such by their signature on a sign off sheet to be kept by the department chairperson or unit manager. Responsibility: Executive Vice President

3. By November of 2001 disAbility Support Services will have held informational workshops for faculty and staff. Responsibility: Executive Vice President

Performance Evaluation Measure:

By December of 2001 the Executive Vice President will certify to the Institutional Effectiveness Steering Committee that all employees have read the relevant information. The Executive Vice President will also provide a list of those employees who attended the workshops.

Division of Learning Resources

Instructional Technologies

Strategic Objective:

By August 2003, fund 10 grant awards for instructional projects and strategy training.

Action Step 1:	Acquire funding for project grants
Action Step 2:	Assemble a committee to design the grant criteria
Action Step 3:	Evaluate funding, select number and kind of awards to be offered
Action Step 4:	Advertise the grant proposals
Action Step 5:	Establish an evaluation committee
Action Step 6:	Select proposals that meet the criteria
Action Step 7:	Evaluate completed faculty project grants
Action Step 8:	Issue awards to winners
Action Step 9:	Select instructional strategies needed for learning and retention
Action Step 10:	Evaluate and provide stipends for faculty experts.
Action Step 11:	Provide sessions to showcase projects that have been developed.

COLLEGE STRATEGIC GOAL 4.1.97 THE ETHNIC DIVERSITY OF FACULTY, ADMINISTRATORS, AND PROFESSIONALS FOR THE COLLEGE WILL BE IN PROPORTION TO THE DIVERSITY OF THE COLLEGE STUDENT POPULATION.

To include all activities supporting the mandates to provide educational opportunities for the community, e.g., President, Executive Vice President, Deans of Arts & Sciences, Occupational and Technical Education, Continuing Education and Workforce Development, Student Services, Evening, Weekend, and Distance Education, LRC, and adjunct administrative services such as Community and Public Relations, Institutional Advancement, Institutional Effectiveness (Research, Planning and Budget), facilities management and fiscal planning, et al.

College Objective 4.1.2.01

By August 2005, the college will have complied with the recommendations of the Access and Equity Committee.

COLLEGE STRATEGIC GOAL 4.2.98 THE COLLEGE WILL CONTINUALLY ASSESS AND RESPOND TO CHANGING TECHNOLOGY NEEDS.

College Objective 4.2.1.98

By 2002 80% of all college employees will have achieved appropriate levels of computer utilization and/or computer technical proficiency appropriate to their tasks.

Division of Arts and Sciences

Chemistry

Strategic Objective:

By August 2002, at least 80% of the chemistry laboratory instructors will incorporate at least 25% computerized experiments.

Action Step 1: Advertise the Honors General Chemistry course to increase enrollment.

Action Step 2: Offer a presentation of computerized laboratory experiments to all laboratory instructors in a faculty development seminar.

Action Step 3: Obtain sufficient selective ion electrodes to support a full class doing relevant experiments by a method currently used in research and analysis.

Economics

Strategic Objective:

By Fall 2003, 90% of Departmental Employees will have appropriate levels of computer utilization.

Action Step 1: 50% of Departmental Employees will have taken courses to increase computer proficiency per departmental needs.

Action Step 2: 70% of Departmental Employees will have taken courses to increase computer proficiency per departmental needs.

Action Step 3: 90% of Departmental Employees will have taken courses to increase computer proficiency per departmental needs.

Graphic Arts

Strategic Objective:

By Fall 2002, the Graphic Arts faculty will have reached proficient levels of skill in both the aesthetic and technological areas of their teaching discipline.

Action Step 1: Request release-times/sabbaticals from administration

Action Step 2: *at least 2 release-times per semester (4 per year) @ $3500 ea.

Action Step 3: Faculty will write and submit proposals for consideration

Action Step 4: Chosen faculty will present findings/results of research

Action Step 5: Faculty will continue to solicit funds for professional development

Division of Learning Resources

Instructional Technologies

Strategic Objective:

Strategic Objective #4

Action Step 1: Acquire funding for replacement of software.

Action Step 2: Acquire funding for replacement or hardware.

Action Step 3: Assess current and future needs for technology at SAC

Action Step 4: Research and select appropriate items

Action Step 5: Have vendors demonstrate these items and evaluate performance

Action Step 6: Requisition those that perform to our standards.

Action Step 7: Install hardware and software.

Action Step 8: Reallocate antiquated hardware to Rolling Multimedia Units.

Action Step 9: Reallocate software to student Multimedia Labs.

Action Step 10: Develop a formula to replace hardware and software frequently.

Strategic Objective:

Strategic Objective #3

Action Step 1: Acquire funding for outside training courses and conferences.

Action Step 2: Assess training needs from departments on campus

Action Step 3: Establish appropriate times and dates to provide training

Action Step 4: Assess availability of consultants and training experts

Action Step 5: Prioritize and select appropriate training experts to meet needs

Action Step 6: Contract with training agencies and consultants

Action Step 7: Select faculty and staff from campus to attend the training

Action Step 8: Provide training classes & workshops for SAC faculty and staff.

Strategic Objective:

By August 2002, the Instructional Technologies Department will have permanent FTEs for all full-time staff members.

Action Step 6: Advertise for positions

Action Step 7: Select and hire qualified applicants

Action Step 8: Train new employees

Action Step 9: Reevaluate the formula to add staff based on rate of program growth.

College Objective 4.2.2.98

By 2002 the college will maintain 100% of PCs, excluding faculty work stations, and file servers on campus to the component level.

College Level

Strategic Action Steps:

1. By 2001, the Office of Instructional Technologies will establish a comprehensive inventory of all technologies on campus and establish the life cycle of equipment. Responsibility: Director, Instructional Technologies

2. By 2001, the Office of Instructional Technologies will establish a replacement cycle for equipment to the component level. Responsibility: Director, Instructional Technologies

College Objective 4.2.3.98

By 2002 the college will provide security devices for the PCs and file servers on campus.

College Level

Strategic Action Steps:

1. By 2001, the Office of Instructional Technologies will provide physical and system security. Responsibility: Director, Instructional Technologies

2. By 2002, the Office of Instructional Technologies will provide network and World Wide Web security. Responsibility: Director, Instructional Technologies

Division of Learning Resources

Technology Center

Strategic Objective:

By September 2002, security for PCs and file servers on campus will be provided.

Action Step 1:	Use Help Desk software to centralize management planning. This will aid in monitoring security breaches and automate security patches.
Action Step 2:	The Technology Center will develop a campus-wide naming convention to centralize network management. This step is essential to automation of security model.
Action Step 3:	The Technology Center will purchase software to aid in the centralizing management of applications.
Action Step 4:	The Technology Center will purchase hardware to aid in the centralization management of hardware. This step will aid in physical security of equipment.
Action Step 5:	The Technology Center will develop standards and guidelines for technical purchases on the SAC campus. Security should be a primary factor in future technical purchases.
Action Step 6:	The Technology Center personnel will explore the possibility of increasing revenue to the department through grants and self maintainer agreements with outside businesses. This step minimize non campus personnel contact with equipment, and important step in shoring up security.
Action Step 7:	The Technology Center will hire a technician to analyze data, prepare statistical reports, and interpret results, formulate trends, record needs, and provide historical data to assist with technical planning for the college. An Asset Technician is essential to ensuring the security guidelines are being met.

College Objective 4.2.4.98

By 2002 each instructional unit will have access to multimedia capabilities sufficient to meet their instructional needs.

College Level

Strategic Action Steps:

1. By 2001, the Office of Instructional Technologies will plan to speed up Network Access in important locations. Responsibility: Director, Instructional Technologies

2. By 2001, the Office of Instructional Technologies will evaluate the usage of Multimedia Resources and make recommendations for modifications. Responsibility: Director, Instructional Technologies

3. By 2001, the Office of Instructional Technologies will provide for BETA testing of Web Broadcasting capabilities. Responsibility: Director, Instructional Technologies

4. By 2001, the Office of Instructional Technologies in partnership with the Learning Resource Center, LRC, will evaluate and revise services offered by Audio Visual, Instructional Television, and Instructional Innovation. Responsibility: Director, Instructional Technologies

Division of Learning Resources

Instructional Technologies

Strategic Objective:

By August 2002, the Instructional Technologies Department will have three new certification programs.

Action Step 1: Select an advisory committee to develop new certification programs.

Action Step 2: Evaluate current training classes for possible inclusion.

Action Step 3: Select appropriate training for Level I Multimedia Certificate.

Action Step 4: Develop additional training classes to complete certification Level I

Action Step 5: Prepare handouts for each additional class.

Action Step 6: Prepare a certification sheet for Level I Multimedia Certification.

Action Step 7: Prepare criteria to evaluate the final project required for certification.

Action Step 8: Design a certificate for this certification.

Action Step 9: Advertise the Level I Multimedia Certification.

Action Step 10: Provide training for the Level I Multimedia Certification.

Action Step 11: Follow steps 1-10 to develop Level II Multimedia Certification

Action Step 12: Follow steps 1-10 to develop the Videoconferencing Certification.

College Objective 4.2.5.98

By 2002 all computer facilities will be networked to provide universal access where appropriate.

College Level

Strategic Action Step:

1. By 2001, the Office of Instructional Technologies will determine network status of all labs and develop a plan for completing the networking project. Responsibility: Director, Instructional Technologies.

Division of Arts and Sciences

Astronomy

Strategic Objective:

By August 2003, at least 20 students will be able to telescopicaly observe stellar objects, unobstructed by city lights.

Action Step 1: Request that the Dean of Arts and Sciences from SAC discuss the proposal with the Dean of Arts and Sciences from North West Vista College.

Action Step 2: Request one-third (1/3) of the necessary funding for three (3) consecutive years, from the college technology fund.

Division of Learning Resources

Technology Center

Strategic Objective:

By September 2004, 100% or 32 locations will be networked to provide universal access where appropriate.

Action Step 1: Use the Help Desk software to centralizing management planning.

Action Step 2: The Technology Center will increase the availability of maintenance to include faculty, staff and student workstations.

Action Step 3: The Technology Center will develop additional avenues to support requests (phone, fax, web, mobile)

Action Step 4: The Technology Center will develop an online review process for evaluating the quality of maintenance provided to campus users

Action Step 5: The Technology Center will expand existing inventory facilities to handle the newly created reallocation plan for the campus. This includes storage devices, tracking devices and associated hardware.

Action Step 6: The Technology Center personnel will explore the possibility of increasing revenue to the department through grants and self maintainer agreements with outside businesses

College Objective 4.2.6.98

By the year 2002, the college will provide students, employees, and community, on- or off-campus, reasonable access to electronic resources available for distribution through the Learning Resource Center.

College Objective 4.2.9.98

By 2002 the college will provide .4%of the annual college budget or $200,000, which ever is greater, to meet furniture and equipment needs not covered by the technology fee.

College Level

Strategic Action Step:

1. By October 2001 .4% or $200,000, which ever is greater, will be made available for furniture and equipment needs. Responsibility: Executive Vice President

Division of Arts and Sciences

Graphic Arts

Strategic Objective:

By Fall 2002, the Graphic Arts Program will have acquired an adequate level of classroom furnishings and related projection equipment support to meet the instructional mission of the program in addition to a video security system to protect the large technology investment in the Program.

Action Step 1:	Request funds from administration
Action Step 2:	Get firm prices/bids
Action Step 3:	Purchase and install new equipment
Action Step 4:	*40 desks @ $150
Action Step 5:	*80 chairs @ $90
Action Step 6:	*7 black-out curtains @$500
Action Step 7:	*5 pull-down projection screens @$200
Action Step 8:	*video security system for 5 computer rooms and hallways

Division of Learning Resources

Learning Resource Center

Strategic Objective:

Strat 4-2 Improve the LRC environment to elicit a 75% student approval rating of the physical facilities by August 2003.

Action Step 1: Replace 10% of library furniture that is over 30 years old by August 2001.* Not Funded. Roll over to 2001-02. (College Objective 4.2.9.98) Equip & Furniture Fund

Action Step 2 Make 5% of all LRC furnishings acceptable under ADA guidelines by August 2001 * Not Funded. Roll over to 2001-02. (College Objective 4.2.9.98) Equip & Furniture Fund:

Action Step 4: Locate additional lighting fixtures in selected areas to provide a minimum of 20 foot candles of illumination by August 2001.* Not Funded. Roll over to 2001-02. (College Objective 4.2.9.98) Minor Construction

Action Step 5: Renovate 3,200 sq. Ft. for student seating by August 2001.* Not Funded. Roll over to 2001-02. (College Objective 4.2.9.98) Minor Construction

Action Step 6: Build new LRC building on campus by August 2003. * Not Funded. Roll over to 2001-02. (College Objective 4.2.10.01) Capital Improvement

Women's Center

Strategic Objective:

75% of target populations surveyed will rate Women's Center facilities and equipment as a positive learning environment; safe, accessible and student friendly by August 2004,

Action Step 1: Replace a minimum of 10% of Women's Center furniture over 10 years old by September 2002 (College Objective 4.2.9.98). (Total $5,000 / sofa ' 01-'02 = approximately $2000).

Action Step 2: Update and replace a minimum of 10% of Women's Center outdated Computer Technology (including software to maintain uniformity/consistency) by September 2002 (College Objective 4.2.9.98).

Action Step 3: Purchase permanent outdoor patio furniture for breezeway area located immediately outside of Women's Center for student study and gathering area (similar to those located in lower level of FAC breezeway) by September 2004. (College Objective 4.2.9.98).

Action Step 4: Purchase minimum of 10% of security items (panic button, door buzzer/announcer) necessary to make Women's Center a safe environment for staff and students by September 2002. (College Objective 4.2.9.98) (Total: $4,500 / door buzzer announcer '01-02 @ $100.00)

Action Step 5: Purchase safe/sturdy children's furniture for play area and portable baby diaper changer. (College Objective 4.2.9.98)

Division of Occupational/Technical Education

Nursing Education

Strategic Objective:

By August 2003, 90% of Nursing Students will indicate overall satisfaction with seating arrangements in the Department.

Action Step 1: Ninety percent of students will consider the seating good to excellent.

Action Step 2: Obtain table and chair seating for classroom 205, 207, 209, and 211 by August 2002.

Action Step 3: Obtain table and chair seating for classroom 200, 201, 213, and 214 by August 2003.

College Objective 4.2.10.01

By 2005, 90% of instructional units will be supported with adequate technology appropriate for their instructional mission.

Division of Arts and Sciences

Graphic Arts

Strategic Objective:

By Spring 2002, Graphic Arts will have explored and acquired external sources of funding to increase the budget for upgrading graphic arts technology, otherwise not possible through the current budget granted.

Action Step 1: Explore external sources of funding through the application of grants (Carl Perkins, etc.) and the advice of the SAC Grants Coordinator.

Action Step 2: Seek assistance from the GRAA Professional Advisory Committee to explore and solicit external funding sources from the industry.

Physics

Strategic Objective:

By August 2005, 50% of physics lab activities will be PC supported and/or discovery-based

Action Step 1: Acquire data and acquisition plan for needed equipment and accessories

Division of Occupational/Technical Education

Dental Assisting

Strategic Objective:

By August 2002, the dental assisting program will have refurbished 60% of existing equipment and teaching aids with refurbishment set up on a yearly cycle.

Action Step 1: Work with dean to set up the program budget to include a yearly refurbishment allowance. At least 2 adults and 1 child manikin will be refurbished each year.

Strategic Objective:

By August 2002, the dental assisting program will have acquired 80% of new equipment and the refurbishment of existing teaching aids will have taken place with refurbishment set up on a yearly cycle.

Action Step 1: Work with dean to set up the program budget to include a yearly refurbishment allowance.

Nursing Education

Strategic Objective:

1. By August 2002, 80% of Nursing students will indicate overall satisfaction with campus laboratory experiences, class room activities, and CAI/Video resources. 2. By August 2002, 80% of Nursing students will indicate overall that courses were helpful in meeting their education goals. 3. By August 2002, a minimum of 76% of students enrolled in each course at census date will pass the course.

Action Step 1: **A.** Obtain (2) copies of all CAI's/Videos for local and distance education initiative.

B. Obtain 6 12" TV/VCR Combo's for AV room.

C. Obtain 4 19" TV/VCR Combo's for Skills room.

D. 4 Laser HP Printers for AV room.

E. Obtain equipment for AV room.

- **1.** 4 Laptop Computers.
- **2.** 4 LCD Projectors.
- **3.** 4 Wireless mouse/4 Extension Cords (25')/4 Power Surgers

Action Step 2: 1. Revise and duplicate Department forms as needed.

Action Step 3: 1. A. Evaluate pass rate for each course at each flex.

B. Discuss results within each course.

C. Modify or revise strategies as needed.

Radio, Television and Film

Strategic Objective:

By August 2005, at least 75% of students will rate our equipment as "good" or better.

Action Step 1: Acquire release time for one instructor of 1/5 load for two semesters.

Action Step 2: Contingent on Action Step 1 being funded: Determine what is necessary to bring department facilities into compliance with the San Antonio Uniform Building Code.

Action Step 3: Determine what is necessary to bring department into compliance with San Antonio Fire Code.

Action Step 4: Compile budget and create plan to bring department into code compliance.

Action Step 5: Apply to grant funding institutions for money to improve/replace equipment and labs.

COLLEGE STRATEGIC GOAL 5.1.98 SAN ANTONIO COLLEGE WILL CONTINUE TO CREATE AND EXPAND COMMUNITY SUPPORT AND OUTREACH ACTIVITIES.

To include all activities which involve the community such as fine arts presentations (Drama, Art, Music), Student Life Activities, use of facilities either sponsored or rented, Public Relations, et al.

College Objective 5.1.2.99

By August 2001, the college will provide technical and continuing education programs to a minimum of 65 private and public-sector employers through contracted instruction each year.

Division of Arts and Sciences

Foreign Languages

Strategic Objective:

By August 2002, the FL Department will offer a workplace Spanish course through contract

Action Step 1: Identify area employers interested in workplace Spanish

Action Step 2: Prepare budget and contract

Action Step 3: Assign a faculty member to the course

Action Step 4: Develop curriculum and materials

Action Step 5: Offer the course

Action Step 6: Evaluate the course

Division of Continuing Education and Workforce Development

Continuing Education & Workforce Development

Strategic Objective:

By August 2002, the college will provide technical and continuing education programs to a minimum of 65 private and public-sector employers through contracted instruction each year.

Action Step 1: Develop a new "Targeted" Marketing Campaign

Action Step 2: Increase Outreach Effort (Sales Calls)

Action Step 3: Intensify follow-up marketing

Action Step 4: Expand presence in Business and Trade Publications

College Objective 5.1.3.99

By 2002, the college will increase by 20% the number of activities which enhance community awareness of its programs and services.

College Level

Strategic Action Steps:

1. By August 2002, the Public Relations Office will create and implement a marketing plan to promote registration at the college. Responsibility: Director, Public Relations

2. By August 2002, the Public Relations Office will create a new general information brochure and a new college-wide view book for use by recruiters, admissions personnel, telephone hotline personnel, and others to promote registration at the college. Responsibility: Director, Public Relations

Division of Continuing Education and Workforce Development

Scobee Planetarium

Strategic Objective:

By August 2004, three planetarium school programs will include program descriptions; student outcomes; methods of evaluation; and learning reinforcement methods as required by the Texas Essential Knowledge and Skills Guidelines.

Action Step 1: By September 2001, examine and review TEKS Guidelines.

Action Step 2: By October 2001, create outline for planetarium show designed for 6th - 8th grade incorporating TEKS outlines.

Action Step 3: By May 2002, program script completed.

Action Step 4: By August 2002, implement school program incorporating TEKS Guidelines for grades 6th-8th.

Action Step 5: By August 2002, create instrument for teachers to evaluate implementation of TEKS into school programming.

Action Step 6: By August 2003, create and implement 1 school program incorporating TEKS Guidelines for grades 3rd-5th.

Action Step 7: By August 2004, create and implement 1 school program incorporating TEKS Guidelines for grades K-2nd.

Strategic Objective:

By August 2002, establish three collaborative partnerships with the Challenger Center at Brooks AFB, Witte Museum, and the San Antonio Children's Museum as part of the college community outreach efforts.

Action Step 1: By September 2001, contact representatives from target partnerships and coordinate steps to achieve strategic objective.

Action Step 2: By October 2001, implement and interface resulting planetarium programs into presentation schedule.

Action Step 3: By October 2001, investigate marketing methods to publicize results between partnerships to the general public and schools.

Action Step 4: By August 2002, evaluate efforts towards achieving strategic objective.

Division of Learning Resources

Counseling and Services for Special Populations

Strategic Objective:

By September 1, 2002, the Counseling and Services for Special Populations service units will increase their number of marketing and outreach activities by 35 over the previous Academic year.

Action Step 1: Support increased travel required for activities developed and accomplished by counseling faculty and staff; College Access Project for High School Seniors (CAPHSS) - 44 in Bexar county; College Access Project for Business & Corporate Community (CAPBCC) - 35 business entities.

Action Step 2: Support increase in printing costs, office supplies, postage, marketing cases - CAPHSS and CAPBCC.

Action Step 3: Purchase Polo Shirts ($25 for 15 students) for SAC Pal program participants to wear when performing official duties.

Action Step 4: Provide stipend to participants of the SAC Pal program to increase applications from targeted student groups ($350 for 15 students).

Action Step 5: Plan and present a Fall Welcome for SAEP students to San Antonio College Luncheon.

Action Step 6: Plan and present Summer Open House Parents' Dinner (SAEP)

Action Step 7: Develop and present Leadership Institute Retreat (SAEP)

Action Step 8: Purchase Northeast Center marketing materials (pencils, hi-liters, cups, shirts, etc.).

Action Step 9: Continue employment of a College Access Team (CAP) support staff-data entry clerk.

Action Step 10: Continue employment of a CAP support staff - Student Services Assistant IV.

Action Step 11: Continue employment of a CAP support staff - Student Assistants for schools & businesses served.

Action Step 12: Continue employment of a Special Projects Coordinator for Dual Credit Outreach.

Action Step 13: Recruit and employ work-study students CAPHSS & CAPBSS.

Action Step 14: Provide travel required for activities developed & accomplished by counseling faculty and staff in outreach activities to * high schools outside of Bexar County, 15 SAEP high schools, business & corporate partners; International Students' Services outreach; Women's Center Outreach; Marketing information to 6 Adult Learning Community Centers & Adult Education (GED) programs in 10 Bexar County Independent School Districts; 8 community service events.

Action Step 15: Provide supplementary, discretionary funding to support marketing and recruitment for 10 service units composing the Department of Counseling and Services for Special Populations to be used for increased quantity and expense for printing, workshops, postage, office supplies, computer software, maintenance, upgrades and correspondence.

Action Step 16: Provide travel to high schools to provide outreach and transition services for students with disabilities.

Action Step 17: Provide travel to military bases and reserve units to provide outreach and transition services for veterans.

Action Step 18: Recruit and employ a temporary employee to recruit international students and assist their integration into the college community.

Action Step 19: Increase work-study support for Global Outreach Project.

Action Step 20: Provide travel required for recruitment of and outreach to students at high schools, career fairs, college nights, and community centers in Mexico (Monterrey, Saltillo, Mexico City, Guadalajara and Pueblo), Japan, China, Korea, France, Germany, Canada, (Toronto, Montreal, Vancouver, Calgary, Victoria, and Quebec); and advertising in international student publications.

Action Step 21: Develop and provide additional printing, correspondence, marketing brochures, and long distance phone expense for Global Outreach Project (GOP).

Division of Occupational/Technical Education

Engineering - Electronics

Strategic Objective:

By August 2002, complete the development of courses required for a newly created 1-yr certificate and AAS degree

Action Step 1: Make a promotional CD ROM disk explaining the SAC Electronics Technology Program available to high schools

Management

Strategic Objective:

By Summer 2002, there will be 2 additional community awareness activities completed by each program.

Action Step 1: Promote and publicize through various media.

Action Step 2: Contact appropriate employers/professional organizations/company representatives and public officials.

COLLEGE STRATEGIC GOAL 6.1.01 SAN ANTONIO COLLEGE WILL INCREASE RECRUITMENT, RETENTION, TRANSFER AND GRADUATION RATES FOR POTENTIAL AND CURRENT STUDENTS REFLECTIVE OF THE SERVICE AREA POPULATION, ESPECIALLY THOSE STUDENTS WHO ARE ECONOMICALLY DISADVANTAGED.

College Objective 6.1.1.01

San Antonio College will continue to increase the percentage of minority students at the college to reflect increases in the service area population (baseline Fall 00 = 60.5%).

Division of Continuing Education and Workforce Development

Continuing Education & Workforce Development

Strategic Objective:

By August 2002, Continuing Education will increase student enrollment by 4% and contact hour totals by 9%.

Action Step 1: Develop and Employ a new, "Targeted" Advertising Campaign

Action Step 2: Initiate Residential Direct Mail Campaign

Action Step 3: Automate/Improve Divisional Web Page

Action Step 4: Expand Course Offerings

Division of Occupational/Technical Education

Dental Assisting

Strategic Objective:

By August 2002, the dental assisting program will have been advertised 50% more to inner city high schools.

Action Step 1: Work with the dean to set up a budget to advertise the program on a regular basis.

College Objective 6.1.2.01

By the end of Academic Year 2001, there will be an increase in enrollment of FTIC's from all sources which is 15% above the previous five-year period (Fall and Spring 95/96 through Fall and Spring 99/00) combined average number (2,633) at point of the Census Date.

Division of Learning Resources

Assessment Center

Strategic Objective:
2.2.1.02 Increase space to 3863 square feet to accommodate different testing/assessment and ID production functions August 2004. (College Objective 6.1.2.01)

Action Step 1: Renovate space (currently occupied by Technology Center) to administer Accuplacer and Writeplacer in an 80 station computer testing lab by August 2002. (College Objective 6.1.2.01). 01-02 @ $ 15,000 = $ 15,000

Action Step 2: Renovate space (currently Assessment Computer Lab) to accommodate (paper and pencil) G.E.D., and proctored testing area by August 2003. (College Objective 6.1.2.01) @ $ 8,000= $ 8,000

Action Step 3: Renovate current office space to improve traffic flow and be more student friendly by August 2003. (College Objective 6.1.2.01) @ $ 10,000 = $ 10,000

Action Step 4: Renovate space (currently Assessment offices) to accommodate ID Center area by August 2003. (College Objective 6.1.2.01) @ $ 5,000 = $ 5,000

Executive Vice President

Enrollment Management

Strategic Objective:
By the end of Academic Year 2001/2002, eleven outreach/recruitment undertakings will have provided on-site (at high schools and other locations) one or more elements of "transitioning services" for an unduplicated headcount of at least seven thousand fifty (7,050) high school seniors and GED graduates.

Action Step 1: College Access Project for High School Seniors
Action Step 2: College Access Project for Corporate and Business Community
Action Step 3: San Antonio Prefreshmen Engineering Program (PREP)
Action Step 4: Young Women's Conference/Young Men's Conference
Action Step 5: San Antonio Education Partnership
Action Step 6: Summer Senior Program
Action Step 7: Summer Enrichment Program - Center for Health Policy Development
Action Step 8: Special Populations Groups A (target groups of Women's Center)
Action Step 9: Special Populations Groups B (target groups of disABILITY Support Services)
Action Step 10: Special Populations Groups C (target groups of Veterans' Affairs)
Action Step 11: Special Populations Groups D (target groups of Distance Education)

College Objective 6.1.3.01

By August 2006, the college will integrate enrollment, assessment, admissions, counseling, financial aid, demographic, socio-economic, and academic progress information about students into one Decision Support System accessible to all staff and faculty; and 90% of staff and faculty will be trained in its utilization.

Executive Vice President

Enrollment Management

Strategic Objective:
By August 2003, a campus-based Comprehensive Automated Data Infrastructure will have been developed and implemented independently as a pilot-project, or incorporated into the Title V Integrated Decision Support System Initiative, for obtaining, documenting, formatting, sorting, tracking, analyzing and archiving crucial information required for sound decision-making pertinent to: delivery of "transitioning services"; recruitment of FTIC students; retention of FTIC students within each interval of the internal matriculation pipeline; timely connection between providers and recipients of student-support services; design and implementation of new retention strategies; enhancement of existing student-support programs deemed effective; and systematic evaluation of services and programs.

Action Step 1: Develop, pilot-test and begin implementation of an automated method for identifying and documenting at the initial point of contact each FTIC student who intends to register on-campus, at off-campus sites and at locations served by the eleven (11) outreach/recruitment undertakings delineated in Enrollment Management Strategic Objective A.

Action Step 2: Develop and pilot-test and begin implementation of a method for step-by-step electronic tracking and monitoring of each FTIC student as he/she progresses through each phase of the following seven (7) distinct intervals: Interval 1 - Initial Point-of-Contact thru Registration; Interval 2 - Day After Registration thru Payment-of-Bill Deadline; Interval 3 - Day After Payment-of-Bill Deadline thru First (1st) Day of Class; Interval 4 - Second (2nd) Day of Class thru Permanent Recording Date (12th Day of Class); Interval 5 - Thirteenth (13th) Day of Class thru End of Initial Fall Semester; Interval 6 - Fall Semester to Spring Semester Retention; Interval 7 - Subsequent Semesters Retention.

Action Step 3: Develop new need-based Drop-Out Prevention Strategies, and/or restructure existing ones, for first-time-in-college (FTIC) students who do not complete each of the first four (4) aforementioned intervals.

Action Step 4: Develop and implement a College/Family Communications Network for recent high school graduates who intended or attempted to enroll in college but did not.

College Objective 6.1.4.01

By August 2004, at least 20% of faculty (baseline total faculty = 948 Fall 1999) will have received instruction on one or more retention strategies, to include learning communities, learning styles, problem based learning, supplemental instruction, service learning, peer mentorship, and collaborative learning.

Division of Arts and Sciences

Reading and Education

Strategic Objective:

By August 2002, 100% of full-time faculty will have received instruction on one or more retention strategies.

Action Step 1: Compile a list of potential retention strategies by asking faculty for areas of interest.

Action Step 2: Select the top three retention strategies as selected by the faculty.

Action Step 3: Select at least one retention strategy.

Action Step 4: Establish a mechanism appropriate for all faculty to deliver information.

Action Step 5: Put mechanism into place---time, date, etc.

Action Step 6: Faculty will participate in workshop.

Action Step 7: Faculty will evaluate usefulness.

Action Step 8: Faculty will implement strategy within department.

Division of Learning Resources

Counseling and Services for Special Populations

Strategic Objective:

By September 1, 2002, Counseling Services for Special Populations will increase the number of professional training activities focused on recruitment, retention, student development and organizational effectiveness by 5 over the preceding academic year.

Action Step 1: Participate in professional development activities to increase the effectiveness of the TSAP/FIPSE Program.

Action Step 2: Counseling faculty will participate in professional development activities (including travel) to increase their knowledge and effectiveness in delivering outreach, retention and success strategies to San Antonio College students. ($850/Counseling faculty; 4 per year on rotating basis).

Action Step 3: Counseling faculty who teach "Strategies for Success" will participate in professional development activities that are focused on retention strategies for at-risk students.

Action Step 4: The Counseling and Services for Special Populations Department Chair will participate in professional development activities in order to increase his/her effectiveness in management and/or gain knowledge of serving a diverse student population.

Action Step 5: Provide supplementary and discretionary funding to support increased costs for professional development activities concerning unique recruitment and retention strategies.

Action Step 6: Provide professional development (including travel) opportunities to faculty in disAbility Support Services in order to insure their familiarity with federal legislation, changing technology and new strategies for enhancing student access and success.

College Objective 6.1.6.01

By August 2006, San Antonio College will have increased the Fall-to-Fall retention of students by 1% each year, from a Fall '98 to Fall '99 baseline of 43.1%.

Division of Arts and Sciences

English

Strategic Objective:

By the Summer I semester of 2006, the English Department shall operate a comprehensive writing center with expanded hours to serve the academic community of San Antonio College.

Action Step 1: The English Department shall hold a final vote concerning a departmental writing center.

Action Step 2: The Writing Center Committee shall present the plan for a writing center to the college and district administration.
Action Step 3: The English Department shall begin operating a writing center.
Action Step 4: The writing center will expand hours and personnel to meet student needs.

UNIT ONGOING ACTIVITIES

UNIT ONGOING ACTIVITIES

Division of Arts and Sciences

Architecture

Instruction:

- Provide quality instruction in all Architecture courses
- Coordinate project displays in exhibition areas
- Coordinate jury evaluations of student work
- Maintain Architectural resource center
- Provide and supervise student workshop facility
- Review of curricula, course content, and instructional methods

Student Services:

- Faculty advisement in academic major
- Provide opportunity for students to visit Architecture sites in other countries

Employee Development:

- Distribute allocated funds for meaningful faculty development activities
- Monitor faculty participation in development activities

Administrative Support:

- Development of Unit plans, budgets, and class schedules
- Monitor course completion rates, productive grade rates, enrollment growth, Lab fees, and faculty ratios
- Maintain adjunct pool of qualified faculty
- Review and reinforce relations with senior institutions and professional organizations

Community Support and Outreach:

- Department tours arranged upon request
- Faculty participation in career day activities and special projects

Astronomy

Instruction:

- Offer lecture classes ASTR 1370 (Introductory Astronomy) and ASTR 1371 (Principles of Astronomy) for the general student population needing science credits.
- Offer a laboratory class, ASTR 1170 (Introduction to Astronomy Laboratory) for students needing laboratory credit with a science lecture class.
- Develop new courses as needed by students.
- Provide computer/laser disk aided lectures to simulate the "Planetarium" effect.
- Offer ASTR 1370 on the Internet (including Flex sessions).
- Offer ASTR 1370 and ASTR 1170 (combined as ASTR 1470) for pre-service and in-service science teachers.

Student Services:

- Offer tutoring by faculty during office hours.
- Offer academic and career counseling to astronomy and astrophysics majors and other related majors. Offer academic counseling to other students as needed.

Employee Development:

- Provide employee development activities for departmental faculty and staff.
- Provide opportunities for faculty and staff to enhance their computer skills.
- Provide opportunities for faculty and staff to participate in department, college, and district organizations and committees.

Administrative Support:

- Provide the necessary publicity to increase enrollment and meet student needs.
- Upgrade classroom and laboratory technology to the state-of-the-art level.

Community Support and Outreach:

- Provide opportunity for all local colleges and organizations to collaborate with Astronomy department in various civic affairs.

Basic Skills Enrichment Program

Instruction:

< Conduct computer based alternative remediation in math and English for TASP law compliance.

< Conduct non-course based semester-long TASP preparation classed in math, and English for SAC students and the community.

< Conduct three-hour-long TASP review sessions before each test date in math, English, and reading.

Student Services:

< Provide remediation at off-site academic instructional sites for the convenience of students who are TASP liable.

Biology

Instruction:

< Provide dynamic, broad curricula which integrates modern pedagogy and technology within a traditional framework.

< Insure that students have access to essential equipment in laboratories.

< Support the Biology study laboratory as an ancillary learning facility.

Student Services:

< Participate in faculty advising in the following areas: mentors in Texas A&M AMP, Pre-Med advising, and advising and placing students during registration.

< Serve as faculty advisors to campus organizations such as the Biology Club and Phi Theta Kappa.

Employee Development:

< Provide opportunities for employees to: participate in college, district, and community service activities; take courses; and attend conferences and seminars.

Community Support and Outreach:

< Serve as science fair judges, and make presentations to community groups.

Administrative Support:

< Provide administrative support to accomplish the departmental mission.

Business Administration

Instruction:

< Provide instruction to Business Administration department students.

< Assign, collect and grade homework.

< Determine grades based on overall evaluation of students' work.

< Prepare and modify syllabi for courses offered.

< Faculty members maintain scheduled office hours.

< Encourage students to benefit from the Student Learning Assistance Center.

Student Services:

< Advise Business Administration department students.

< Provide Business Administration faculty as sponsors and coordinators for the Student Business Association.

Employee Development:

< Encourage professional development of faculty and staff members.

Administration:

< Prepare, administer, and grade examinations.

< Evaluate and counsel tenure-track faculty

< Conduct and assess student evaluations to determine effectiveness of instruction.

< Evaluate adjunct faculty through Chair's classroom observation and students' surveys.

< Offer afternoon, weekend and off campus courses.

< Prepare class schedules.

< Encourage and assign faculty members to department, college and district committees.

Chemistry

Instruction:

< Offer a Basic Chemistry lecture class, CHEM 0370, for students deficient in Mathematics and Chemistry Background.

< Offer Introductory Chemistry lecture classes, CHEM 1305 and CHEM 1307 and Introductory Chemistry laboratory classes, CHEM 1105 and CHEM 1107, for non-science majors and allied health and nursing students (and B.S.N. Programs).

- Offer General Chemistry lecture classes, CHEM 1311 and CHEM 1312, and General Chemistry laboratory classes, CHEM 1111 and CHEM 1112 and also offer the combination General Chemistry lecture and laboratory classes, CHEM 1411 and CHEM 1412.
- Offer Quantitative Analysis, CHEM 2401, as needed for job requirements of our students.
- Offer computer aided lectures in some CHEM 1411 and CHEM 1412 sections.
- Offer computer aided experiments in some sections of CHEM 1411 and CHEM 1412
- Offer Organic Chemistry lecture classes, CHEM 2323 and CHEM 2325, and Organic Chemistry laboratory classes, CHEM 2223 and CHEM 2225 for science majors.
- Offer Honors General Chemistry I and II (CHEM 1475 and CHEM 1476).

Student Services:
- Offer peer tutoring in all courses.
- Offer tutoring by faculty during office hours.
- Offer academic and career counseling to students majoring in Chemistry, Nursing, Dentistry, Pharmacy, Physical Therapy and Medicine. Offer academic counseling to other students as needed.

Employee Development:
- Provide employment development activities for departmental faculty and staff.
- Provide opportunities for faculty and staff to enhance their computer skills.
- Provide opportunities for faculty and staff to participate in department, college, and district organizations and committees.

Administrative Support:
- Provide the necessary publicity to increase enrollment and meet student needs.
- Upgrade classroom and laboratory technology to the state-of-the-art level.

Community Support and Outreach:
- Provide opportunity for all local colleges and organizations to collaborate with our department in various civic affairs.

Earth Sciences

Instruction:
- Offer a broad spectrum of traditional geography courses including; GEOG 1301 (Physical), GEOG 1302 (Cultural), GEOG 1303 (World), GEOG 1370 (Weather and Climate), and GEOG 2312 (Economic).
- Offer new courses with a Geographic Information Systems emphasis: GEOG 2470 (Introduction to Geographic Information Systems), GEOG 2472 (Intermediate Geographic Information Systems), GEOG 2474 (Advanced Geographic Information Systems), GEOG 2478 (Remote Sensing and Raster), and GEOG 2177 (Special Topics in GIS).
- Offer first year Geology lecture courses for general students including: GEOG 1301 (Earth Sciences, Survey), GEOG 1305 (Environmental), and GEOG 1345 (Introductory Oceanography).
- Offer first year Geology lecture and laboratory classes for science and some non-science majors; GEOG 1403 (Physical) and GEOG 1404 (Historical).
- Offer second year Geology field course, GEOL 2307, and second year Geology major lecture and laboratory courses; GEOL 2470 (Mineralogy), GEOL 2411 (Petrology) and GEOL 2471 (Invertebrate Paleontology) as needed by students.
- Offer GEOL 1403 for Pre-Service and In-Service teachers.
- Offer Internet courses: GEOG 1303 (World) and GEOL 1301 (Earth Sciences).
- Development of new courses as needed.

Student Services:
- Offer tutoring by faculty during office hours.
- Offer academic and career counseling to Geography, Geology, Environmental Science and other related majors. Offer academic counseling to other students as needed.

Employee Development:
- Provide employee development activities for departmental faculty and staff.
- Provide opportunities for faculty and staff to enhance their computer skills.
- Provide opportunities for faculty and staff to participate in department, college, and district organizations and committees.

Administrative Support:
- Provide the necessary publicity to increase enrollment and meet student needs.
- Upgrade classroom and technology to the state-of-the-art level.

Community Support and Outreach:
- Provide opportunity for all local colleges and organizations to collaborate with our department in various civic affairs.

Economics

Instruction:
- To provide high quality economics principles courses which are required for students pursuing professional two-year occupational, and liberal arts degrees.

Student Services:
- To continue our tutoring and mentoring of students and recruitment of qualified student tutors for the tutoring center.
- To participate in the advisement of Economics majors and to place students in registration.

Employee Development:
- To participate in workshops, take graduate courses, and attend professional conferences and seminars.

Administration:
- To provide the necessary administrative support for the faculty to accomplish the departmental purpose or mission.
- To continue to serve on departmental, college, and ACCD Committees.
- To continue to update and increase our 2 + 2 agreements to insure student success in transfer.

Engineering

Instruction:
- Provide instruction for all Engineering courses
- Provide computer lab facility and technical support
- Review of curricula, course content, and instructional methods

Student Services:
- Faculty advisement in academic major
- Support programs via Texas AMP

Employee Development:
- Distribute allocated funds for meaningful faculty development activities
- Monitor faculty participation in development activities

Administrative Support:
- Unit plans, budgets, and class scheduling
- Monitor course completion rates, productive grade rates, and lab fees

English

Instruction:
- Ensure the maintenance of academic standards in each course we teach.
- Revise curriculum as part of committee assignments and as individuals.
- Review new textbooks as part of committee assignments, as part of outside review work for publishers, and as individuals.
- Hire, train, and evaluate adjunct faculty who teach approximately 40% of course offerings.
- Supervise and evaluate the dual credit program in English.
- Manage grammar and writing labs for maximal teaching efficiency (serving students during more than 27,000 times per year).
- Manage computer classrooms for maximal efficiency thus ensuring successful integration of new teaching technologies.
- Review course syllabi to ensure that course competencies listed in departmental syllabi are an integral part of all instruction.
- Maintain a fair and flexible advanced placement program.
- Direct the Presidential Honors Program.
- Introduce new technologies such as the Internet, computer classroom usage, telecourses, and other initiatives as needed.
- Offer a writing course specifically designed to enable students to pass the writing portion of the TASP.
- Gather current information on changes in state mandates, including TASP.
- Retain as many students as possible each semester by promoting teaching practices which encourage course completion without sacrificing standards.
- Encourage professional activities that enhance teaching effectiveness.
- Introduce new sophomore courses as needed to meet special needs and interests.
- Collaborate with other departments to create interdisciplinary courses and sponsor interdisciplinary activities.
- Provide leadership for public schools in the areas of student writing and publishing, such as sponsoring Xeriscapes magazine and public readings.

- Conduct student surveys in each class each semester and review results with instructors.
- Provide college-wide leadership on culture issues by organizing or serving on committees for special events such as Women's History Week, Black History Month, College Book Fair, the Multicultural Conference, and presentations by recognized scholars.
- Ensure that placement procedures and policies result in appropriate placement for students.
- Conduct workshops, symposia, and colloquia within the department to share teaching strategies and successes.
- Utilize multimedia technology in our classrooms and update our technology as our budget allows.
- Promote global awareness in all our courses.
- Offer a variety of classes and scheduling options to serve student needs.
- Offer adequate sections to serve student needs.

Student Services:

- Monitor registration and provide courteous, prompt service to students who need schedule adjustments.
- Provide opportunities for English majors to interact with faculty outside the classroom through the Cheshyre Cheese society, various poetry events, and special invitations to guest lectures and readings.
- Provide comprehensive tutoring for students.
- Operate a word processing lab for drop-in composition and printing of essays.
- Sponsor student groups to promote cultural diversity and global awareness.
- Survey students in each class and review results with instructors.
- Provide administrative support to promote the instructor/student communication process.
- Publish student essays and creative writing in various forums.
- Track student success through various levels of English courses.
- Evaluate various modes of instructional delivery.
- Provide pre-professional employment for English majors in the tutoring program and the labs.

Employee Development:

- Participate in an average of more than two professional associations per faculty member per year, including the National Conference of Teachers of English (12 faculty), the Conference of College Teachers of English (14 faculty), and more than 30 other professional organizations.
- Present an average of one presentation per year per faculty member at academic conferences.
- Publish poems, novels, academic articles, reviews, academic books, web pages, and CD-ROMs.
- Serve as editors and reviewers of professional publications
- Attend conferences, seminars, workshops, symposia, and colloquia that enhance teaching effectiveness and promote professional development.
- Develop and modify three-year growth plans.
- Participate in post-graduate educational programs to maintain steady progress towards tenure and promotion.
- Pursue specialized training in areas outside the discipline such as teaching/learning styles and innovative technologies that can be incorporated into the English classroom.
- Make adjustments to teaching techniques as needed after reviewing student surveys.
- Review course syllabi of other faculty members and incorporate new elements as needed.
- Create a collegial environment throughout the college which promotes open discussion of the educational mission shared by all and how best to fulfill it.
- Develop and attend intra-departmental seminars and workshops on teaching effectiveness, retention, grading, course syllabi, course competencies, literary topics, film criticism, specialized course offerings, and successes and failures in the classroom.

Administrative Support:

- Develop a comprehensive schedule of classes each semester.
- Complete schedule revisions as needed.
- Monitor registration and make modifications as needed based on course enrollments.
- Respond to administrative requests for distance learning initiatives and provide excellent instructors for those initiatives.
- Advertise for, supervise the hiring process of, and train and evaluate new tenure-track faculty.
- Interview, hire, train, and evaluate adjunct faculty.
- Serve on an average of 25-30 college and district committees each year.
- Schedule all rooms in Gonzales Hall and four rooms in McCreless Hall.
- Provide administrative support for courses.
- Maintain integrity of the discipline through 20 departmental committees.
- Provide expert services to new initiatives of the college and district such as grant proposal writing and serving as liaison to community groups.
- Serve as chairperson of the District Chairs Council.
- Serve as chairperson of the English Department.
- Direct the Presidential Honors Program.

< Manage departmental budget that generates of surplus of approximately $1 million.
< Provide academic counseling for students to support Counseling Center activities.
< Maintain professional development records of all faculty.
< Process faculty requests for professional developmental activities.

Community Support and Outreach:

< Encourage faculty participation in community activities.
< Provide judges for UIL writing event.
< Offer support and participation for Women in History symposium.
< Offer support and participation in Multicultural Conference.
< Participate in celebration of Black Heritage month.
< Support SAC Book Fair involving the community.
< Offer support and participation for Hispanic Heritage Month.

Foreign Languages

Instruction:

< Offer foreign language instruction in a variety of formats and times to meet student demand.
< Provide support for language laboratory instruction.
< Offer English classes for non-native speakers.
< Teach Student Development classes for foreign students.

Student Support:

< Provide student counseling and advising.
< Provide travel/study program for students, faculty, staff and community.
< Sponsor International Students Organization.

Administrative Support:

< Maintain a department office to service students and faculty in Foreign Languages and ESOL.
< Provide financial and faculty/staff/student support for the Foreign Languages Symposium.
< Provide 100% release time for Ruth Del Cueto to Continuing Education Division.
< Support seminar, conference and graduate course work for faculty.

Community Support and Outreach:

< Provide dual credit courses to high schools.
< Provide language laboratory facilities for high school AP programs.

Government

Instruction:

< Provide excellent experienced instruction to 6,000 students
< Continue to develop new delivery techniques including telecourse and Internet
< Expand computer sections including Flex
< Provide advising as requested
< Government 2302 Honors

Employee Development:

< Continue training and updating of faculty computer abilities
< One-fourth of full-time faculty are Internet certified

Administrative Support:

< Assess equipment needs and devise equipment plan
< Continue assessment and revision of curriculum
< Continue excellent administrative support to department

Student Services:

< Faculty deliver seminars for Human Development Department
< Pre Law Advisor

Community Support and Outreach:

< Work with Senior Summer Program
< Moderate events such as the Cesar Chavez Symposium and the Spurs Arena Debate
< Participate in Mentoring Program

History

Instruction:

< Provide quality instruction in required and elective history courses.
< Provide history telecourses for students who need or prefer an alternative delivery system.
< Provide quality instruction in Interdisciplinary Studies courses.

< Review textbooks and ancillary curriculum materials to insure that students have quality instructional materials.
< Provide history internet courses for students who need or prefer an alternative delivery system.
< Maintain instructional support equipment and supplies to enhance instructional delivery.

Student Services:

< Provide faculty advising for Interdisciplinary Studies students enrolled in Interdisciplinary courses taught by history faculty.
< Provide faculty advising on transfer problems and future academic progress for student in history classes.
< Provide faculty advising for history majors and selected incoming freshmen.
< Provide faculty advising on academic problems for students in departmental classes.
< Provide opportunities for students to participate in service learning program.
< Provide opportunities for the development of study skills for students with study skills deficiencies
< Promote registration in courses or conferences offered over the Internet to avoid travel expenses

Employee Development:

< Participate in Employee Development Day.
< Attend and participate in professional conferences.
< Participate in numerous computer training sessions.
< Promote the discussion and exchange of professional literature within the department.
< Promote the certification of faculty for use of rolling multi-media units from IIC..
< Promote certification of internet faculty.

Administrative Support:

< Offer courses at times and locations which serve students' needs.
< Provide support for articulation activities, including 2 + 2 agreements.
< Monitor enforcement of skill level prerequisites for history courses and interdisciplinary studies courses offered by the history department.
< Monitor the registration process to minimize problems and inconveniences for students.
< Hosting the Instructional Innovation Center's multi-media rolling units for the Chance Academic Center Building.
< Assisting other departments housed in The Change Academic Center Building through the Department's Evening Coordinator by providing services after these departments offices have closed.
< Maintain convenient access to a variety of instructional equipment within the department.
< Supervise large number of Adjunct Faculty to insure quality instruction in the department's classes.
< Screen applicants for adjunct faculty to insure that the department has an adequate number of highly qualified adjunct faculty to staff classes in the department.
< Cooperate in the scheduling and staffing of classes at the Pat Booker Road Northeast Center.

Community Support and Outreach:

< Refer requests for scholarly advice, public speakers, and other forms of community service to resource persons within the department
< Participation in service learning program by several members of the department.
< Volunteer work in numerous service organizations by varied members of the department.
< Respond to questions from media on questions needing historical clarification.
< Participation in United Way

Journalism

Instruction

< Publish 22 issues of The Ranger during the fall and spring semesters and one issue of The Fourth Write magazine in the spring.
< Maintain web site for The Ranger during the fall and spring semesters
< Maintain web site for The Fourth Write magazine.
< Maintain web site for the Urban Journalism Workshop
< Instructors recruited and students conducted a session at the Texas Association of Journalism Directors convention in October.
< Keep computer lab open from 8 a.m. to 10 p.m. Monday through Wednesday and 8 a.m. to 5 p.m. Thursday and Friday for students in the department.
< Bring in media personnel to speak to classes.
< Provide weekly critique of The Ranger with written comments on the newspaper and a handout (occasionally) to staff members.
< Instructor updates the college stylebook, written by the instructor and used by students in addition to the Associated Press Stylebook and Libel Manual.

< Provide students with instruction on how to organize portfolios and earn internships. Students have held internships with The Boston Globe, The New York Times, The Los Angeles Times and other prestigious newspapers.
< News photography students and instructor visited Express-News and attend sessions with professional photographers.
< Provided students with an opportunity to meet one-on-one with media personnel through a career interview assignment in COMM. 1307. Students met with more than three dozen professionals.
< Committee working on recruiting, retention and follow-up with various techniques to attract and hold students.
< Committee working on curriculum development -two courses are under consideration: Critical Thinking and Visual Literacy.
< Instructor updating and tweaking tutorial on AP Stylebook with accompanying self-paced instruction and testing.

Student Services

< Instructors and staff sponsor campus chapter of the Society of Professional Journalists, the first two-year chapter in the nation.
< Sponsor occasional Friday noon sessions for students call "Pizza and Palaver," to discuss media happenings and to provide students an opportunity to tell of their travels.
< Maintain bulletin board for financial aid, scholarships, internships and jobs.
< Send students and faculty to various state and regional conferences.
< Encourage students to apply for scholarships and internships and provide instruction on how to achieve these goals.
< Developed a booklet for counselors about the department.
< The Ranger was named one of 10 finalists for The Pacemaker Award from Associated Collegiate Press; Best Non-daily in Region 8 (Texas and Oklahoma) by SPJ (the newspaper will go on to national competition); second best Non-daily in Texas by the Associated Press Managing Editors Association; and the Sweepstakes Award from Texas Community College Journalism Association.
< Student was selected for an internship at the Brownwood Bulletin by Texas APME Assocation in an open competition among college and university students.
< Students won the Ajay Castro Scholarship and the Michelle Lima Scholarship, both open competitions among college and university students.
< Provided financial support through work scholarships for between 13-15 student editors, photographers, illustrators and ad personnel on The Ranger.

Employee development:

< Provided sessions for faculty and staff to learn new computer programs.
< Staff member attended Poynter Institute in Florida, a nationally recognized journalism think tank, for a week.
< Faculty and staff participate in professional organizations: Society of Professional Journalists, Association of Hispanic Journalists, San Antonio Black Journalists, Texas Association of Journalism Educators.
< Established working relationships (through the Urban Journalist Workshop) with the San Antonio Express-News, the Austin American-Statesmen, the Fort Worth Star-Telegram, the Dallas Morning News, Prime Time Newspapers, Southern Newspapers, Southwest Texas State University Department of Communications, Texas A&M University Department of Mass Communications.
< Won a $500 grant from Texas AP Managing Editors Association to sponsor a two-day photography workshop for high school teachers in summer 2000. This workshop will involve 20 teachers and an equal number of professional photojournalists as instructors.

Community Support and Outreach:

< Sponsor Urban Journalism Workshop at San Antonio College in its 16th year in summer 2000.
< Keep track of students in the workshop as required by one of the sponsors, Dow Jones Inc. 3. Students in the program stay in touch with the department through special events during the year, which contribute to the bonding.
< Provide public service announcement space in The Ranger for campus and community groups.
< Christmas party for former students, UJW exes, campus chapter and professional chapter of the Society of Professional Journalists.
< Instructors and staff visit high schools to speak to classes and recruit students.
< Instructors judge University Intersholastic League journalism contests at district and regional levels.
< Sponsor the Edith Fox King Journalism Lecture to bring to campus Pulitzer Prize winning journalists to speak to students and in a free lecture to the public. This year's speaker was Rodolfo Gonzalez, a former student in 1987, who won for spot news photojournalism with the Denver Rocky Mountain News.
< Help the pro SPJ chapter with the Gridiron Show, which provides student scholarships.
< Send representatives to college fairs around the area.

< Instructors judge various pro contests: Texas Outdoor Writers Association, Texas Baptist Communicators and Community Newspaper Association.
< Published newsletter called Legacy for ex-students and friends of the department.
< Chairman is a member of the education advisory board of the Texas Public Relations Association.
< Set up window displays in Loftin Student Center for recruitment.
< The Ranger newsroom was one of the destinations of student groups touring campus.
< Sponsored Explorer Post for middle and high school students interested in journalism or photography.

Administrative Support

< Chairman writes weekly newsletter called Boastings which is sent to the president, executive vice president, three deans and the PR department to make them aware of what we are doing in the department.
< Chairman provides Helpful Hints, a booklet for adjunct faculty teaching Introduction to Mass Communications.
< Chairman maintains checkout list for AV and keeps track of videotapes and other AV material.

Kinesiology and Physical Education

Instruction:

< Provide quality instruction in courses available for Kinesiology and/or Physical Education majors.
< Provide quality instruction in courses designed to meet student needs in personal health and wellness through various physical fitness activities.
< Provide quality instruction in courses designed to develop skills in lifetime recreational sports and activities.
< Review and/or revise every department course syllabus.
< Provide course offerings for the physically challenged.

Student Services:

< Provide students and employees opportunity to participate in non-class recreational and fitness activities.
< Provide educational and/or course advisement to department majors and other students in the department and college.
< Provide enrichment experiences for department majors through the Physical Education Majors Club.
< Provide facilities and assistance for the college intramural and club sport programs.

Employee Development:

< Provide opportunity for college faculty and staff to participate in department, college and district committees and organizations.
< Provide employee development activities for department faculty and staff.
< Improve computer literacy of all department faculty and staff.

Administrative Support:

< Update exercise equipment to state-of-the-art level.
< Secure additional publicity for the department and its course offerings in order to increase enrollment and meet student needs.
< Provide administrative support for instruction.
< Develop a course schedule offering 244 sections.

Community Support and Outreach:

< Provide opportunity for college and community organizations to use department facilities during non-class hours.
< Area High School dance teams participate with San Antonio College students in jazz/musical theatre master workshops. The teachers are members of Broadway road shows.
< Dance club performs at various public events throughout the community.

Mathematics/Computer Science & Developmental Mathematics

Instruction: As a necessary part of fulfilling the Unit's mission the Department of Mathematics, Computer Science, and Developmental Mathematics:

< Provides quality instruction for approximately sixty-five hundred students per year in mathematics and computer science courses which will enable a student to transfer to a senior college or university and meet the requirements for an associate degree;
< Provides quality instruction for approximately nineteen thousand-five hundred students per year in developmental mathematics courses which will enable a student to meet the competencies of the Texas Academic Skills Program (TASP) as well as successfully prepare for college level mathematics courses and complete associate degree requirements;

- Provides an alternate program to enable students who have finished the developmental sequence of courses but who have not passed the TASP exam to concentrate on studying for this exam;
- Provides quality instruction via the internet for an increasingly comprehensive selection of mathematics, computer science, and developmental courses;
- Provides quality instruction via its adjunct faculty for evening, weekend, and off-campus instruction;
- Provides support through release time for curriculum and course development-Current emphasis is on development of courses and other curriculum aids to be delivered via internet, computer science curriculum changes, teacher preparation programs, and the Chancellor's initiatives in studying developmental math course changes;

Student Services: As a necessary part of fulfilling the Unit's mission the Department of Mathematics, Computer Science, and Developmental Mathematics:

- Provides academic and placement advisement throughout the year to insure that students are aware of requirements, to insure that students are properly placed, and to insure that students are making progress toward a degree;
- Provides a Learning Resources Lab which includes video aids, computer aids, tutoring for most levels of mathematics courses, and a monitored testing service;
- Provides an Interactive Instructional Computer Classroom for instruction in computer science courses, particularly computer literacy courses;
- Provides an Open Computer Lab for use by mathematics and computer science students who need such facilities for completion of assignments as well as for independent study;
- Provides more than thirty thousand hours per year for student conferences;

Employee Development: As a necessary part of fulfilling the Unit's mission the Department of Mathematics, Computer Science, and Developmental Mathematics:

- Provides opportunities for faculty members to participate in professional organization meetings, workshops, and seminars both as participants and as contributors;
- Provides opportunities for selected faculty to take part in NISOD and other similar educational leadership training sources;
- Provides encouragement, through rank advancement, and other opportunities for faculty to update their professional skills and knowledge through research and study;
- Provides opportunities for faculty to take part in the governance of their institution through departmental, college, and district committees;

Administrative Support: As a necessary part of fulfilling the Unit's mission the Department of Mathematics, Computer Science, and Developmental Mathematics:

- Provides a single full-time Unit Manager Assistant for scheduling, record keeping, obtaining substitutes, and other unit management functions required to support for twenty-six thousand students per year, forty-five tenure track faculty, and approximately seventy adjunct faculty (one full time temporary clerk, one half-time temporary clerk, and one work study also support this effort);
- Provides a full-time Learning Resources Lab Manager and a Computer Lab Technician for supporting the unit's student service efforts and to help maintain the unit's portion of the local area network which consists of over one-hundred workstations within the unit (these individuals are further supported by a staff of temporary lab monitors, tutors, and interns);
- Provides, through release time, for the overall coordination of unit activities by a faculty chair who is aided by a faculty coordinator of adjunct faculty, a faculty coordinator of learning resources, and a faculty coordinator of internet/web activities;
- Provides a comprehensive system of faculty committees to give guidance, direction, and over-sight to the chair, coordinators, and full time staff concerning the unit programs.

Community Support: As a necessary part of fulfilling the Unit's mission the Department of Mathematics, Computer Science, and Developmental Mathematics:

- Provides encouragement to faculty members to serve on voluntary advisory boards and committees in matters of concern in mathematics and computer science education;
- Provides support for the Alliance for Minority Support Program, University of Texas at El Paso, by providing release time for this program's director as well as providing facilities for the program's efforts;
- Provides support for the Alliance for Minority Support Program, Texas A&M University, by providing faculty mentors;
- Provides encouragement to faculty members to serve as professional judges and consultants in local and statewide educational contests such as the Academic Decathlon and Science Fairs;
- Provides encouragement to faculty members to serve on boards and as officers of organizations in the related professional community.

Mental Health Technology

Instruction:

- Provide instruction to majors and non-majors at locations both on-campus and off-campus.

< Evaluate and revise, as needed, curriculum and instruction within the program.

< Maintain liaison with area colleges and universities to which Mental Health Technology students transfer.

< Maintain liaison with area mental health professionals and agencies serving as practicum and employment sites for Mental Health Technology students and graduates.

< Maintain close contact with the Texas Certification Board of Alcoholism and Drug Abuse Counselors to ensure compliance with licensure requirements for Mental Health Technology substance abuse counseling students.

< Monitor the number of Associate Degrees and Certificates awarded.

< Monitor graduating and non-returning students to determine their employment in the Mental Health field or seeking higher education.

Student Support:

< Provide academic advising to students majoring in Mental Health Technology.

Music Fund

Administrative Support:

< The departmental office will prepare payments requests in a timely manner for the payment of professional musicians who perform in the concert series.

< The administrative staff will contact vendors regarding the repair of instruments on an as needed basis and assure that invoices are paid in a timely fashion.

Instruction:

< The Music/Humanities Department will maintain instruments used by students and faculty at an appropriate standard of performance.

< The Music/Humanities Department will continue to provide its students with opportunities to perform with professional musicians on instruments not readily available among the teaching faculty.

Community Outreach:

< The Music/Humanities Department will provide opportunities for student ensembles to perform with professional musicians from the community.

Music/Humanities

Administrative Support:

< The departmental secretary in consultation with the chair will support the annual series of recitals and concerts with timely press releases.

< The administrative staff will evaluate faculty performance through the administration of Student Surveys as prescribed by College and District policy.

< The department chair will assure that all faculty and staff are aware of departmental policies and procedures through the maintenance of a policy manual.

< The department chair will continue to evaluate faculty performance in the classroom with the purpose of enhancing instruction.

Instruction:

< The Music/Humanities Department will provide quality instruction for the diverse student population which it serves.

< The Music/Humanities Department will support its instructional program in music (theoretical and applied), the humanities, and interdisciplinary studies with administrative support.

< The directors of student ensembles will continue to upgrade the instrumental and choral libraries with recent publications, replacing lost and damaged copies from current repertoire.

< The music and humanities faculties will continue to promote global awareness through courses in ethnomusicology, Latin Jazz Ensemble, and music literature courses.

< The Music and Humanities Department will maintain 22 acoustic pianos, a 55-rank pipe organ, numerous band instruments, 2 electronic piano labs (22 electronic pianos with MIDI capability), a tutorial Macintosh Computer Laboratory, three stereo systems, two television sets, and eight CD players in the listening laboratory.

< The department will assess staffing needs continuing to monitor the ratio of sections and contact hours taught by adjunct faculty in relation to those taught by tenured and tenure-track faculty.

< The music and humanities faculties will continue to develop an annual budget which will reflect the needs of the department to upgrade technology, develop multimedia capability, and meet the operational cost.

< The music faculty will continue preparing students for auditions at four-year universities.

< The department will maintain a continuous review of 2+2 agreements currently in effect and develop new agreements with other universities.

< The departmental Curriculum Review and Evaluation Committee will continue to monitor courses offered by the department assuring conformity with member institutions of the Texas Association of Music Schools.

< The Department will continue to maintain and upgrade its site on the Internet.

Student Services:

< The music faculty will continue to provide advisement for those students who declare music as a major.

< The Music/Humanities Department will maintain extracurricular activities, such as Music Club and Employee Choir, in support of the students, faculty, and staff of San Antonio College.

< The Music/Humanities Department in cooperation with the Office of Student Activities will continue to plan and present four concerts annually in the Fine Arts Series using musicians from the San Antonio region.

< The department will continue to provide accompanists for student performances in both recitals and jury examinations.

Employee Development:

< The faculty and staff of the Music/Humanities Department will continue to develop performance, advising, and teaching skills through planned faculty development.

< The Music and Humanities faculty will take courses as needed through the Instructional Technology Department for the purpose of Web Certification.

Community Outreach:

< The music students and faculty will enhance the visibility of San Antonio College and the Music Department by maintaining a vigorous performance schedule on campus and in the community.

< The music faculty will continue their active rolls in college and district functions as well as community service.

Music Scholarship

Administrative Support:

< The Departmental Secretary will prepare letters and contracts for students who are awarded scholarships.

< The secretary will maintain close communication with the department's liaison in the Student Financial Aid Department to be sure that all awards are administered in a timely manner.

< Ensemble directors will continue to audition prospective students and make recommendations to the scholarship committee and the chair regarding scholarship awards.

Instruction:

< The Music Department will, through the recruitment of the best students available, maintain a high level of performance among its numerous student ensembles.

< The faculty will encourage excellence by presenting students who achieve high standards of performance in an annual Honors Recital.

< The Department will continue to provide an accompanist for student performers in recital and during jury examinations.

Student Services:

< Provide financial assistance for music students based on need and the ability of each one to make qualitative contributions to the department.

< Schedule timely auditions for new students in conjunction with the advisement and registration process.

Community Outreach:

< Ensembles will continue to provide music as requested for nursing homes, public schools, shopping malls, civic organizations, etc.

< Each ensemble will continue to perform two concerts which are open to the public free of charge each semester.

Philosophy

Instruction:

< Provide instruction in philosophy courses for student population.

< Schedule and staff approximately 125 sections annually.

Student Support:

< Participate in student advising as requested.

< Provide special in-office tutoring for students in philosophy courses.

Administrative Support:

< Evaluate faculty performance in accordance with college and district policy.

< Administrate the department staff and budget efficiently.

Photography

Instruction:

< Initiated a program for students to participate in "shadowing" professional photographers in their studios
< Committee working on curriculum development
< Acquired a television set and computer hookup to allow students to analyze their color work in lab

Student Services:

< Maintain bulletin board for jobs, equipment sales and other information for students

Employee Development:

< Professor Fred Whitecotton attended a workshop at Sam Houston State University
< Started a "sharing" program among full-time faculty and adjunct on Fridays

Administrative Support:

< Visited high schools to talk about photography as a major in college; recruiting
< Set up a photography exhibit each semester in the display windows in Loftin Student Center
< Maintained a photo exhibit in the entrance to the journalism/photography area
< Established a cooperative arrangement with Canon USA to provide 20 automatic cameras for use in the Urban Journalism Workshop
< Began compilation of college catalogs for the photography program
< Maintain networking relationships with National Press Photographers Association, San Antonio Professional Photographers and other professional groups
< Began a multi-year plan to replace 10-15-year-old equipment with electronic imaging equipment currently in use in professional studios.
< Committee working on recruiting, retention and follow-up
< Provide lab and lab assistance five days a week from 8:30 a.m. to 10 p.m.
< Visited career and job fairs around the county

Community Support and Outreach:

< Photo lab was one of the destinations for student groups touring campus
< Played host to Texas Association of Photo Advisers meeting in San Antonio

Physics

Instruction:

< Provide the best available instruction in all Physics courses
< Provide Physics lab support and equipment maintenance
< Provide Computer lab facility and support for pc based physics tutorials and exercises
< Provide live physics tutoring when available
< Review of curricula, course content, and instructional methods

Student Services:

< Faculty advisement in academic major
< Faculty mentoring (for Texas AMP)
< Pre-Medical Advisory Committee

Employee Development:

< Distribute allocated funds for meaningful faculty development activities
< Monitor faculty participation in development activities

Administrative Support:

< Monitor course completion rates, productive grade rates, lab fees, and faculty ratios
< Unit plans, budgets, and class scheduling
< Texas Alliance for Minority Participation, Phase II

Community Support and Outreach:

< Texas Math/Science Hotline

Psychology

Instruction:

< Provide instruction to majors and non-majors at locations both on-campus and off-campus and through Distance Education.
< Evaluate and revise, as needed, curriculum and instruction within the department.

Student Support:

< Sponsor the Psychology Club for students interested in the field of psychology.
< Provide academic advising to students majoring in psychology.

Employee Development:

< Coordinate professional development activities for faculty and staff.

Administrative Support:

- Provide clerical support for the Mental Health Technology Program.
- Provide audiovisual support for the Mental Health Technology Program.
- Provide clerical support for classroom instruction for full-time and adjunct faculty.
- Provide faculty to serve on various departmental, college, and district committees.
- Maintain liaison with Psychology Departments at area colleges and universities.

Reading and Education

Instruction:

- Provide instruction for approximately 189 sections of reading and education classes.
- Continue evaluation of instructional software.
- Evaluate textbooks to determine compatibility with skills taught and expected student competencies.
- Encourage continued computer literacy.
- Continue evaluation of course curriculum.
- Evaluate effectiveness of Accuplacer as a placement tool.
- Refine and expand Department's program review process.

Student Services:

- Advise San Antonio College students on course selection.
- Write letters of recommendation for students' admission to 4-year colleges and universities, and special programs of study.
- Conduct seminars for Human Development courses.
- Advise students on TASP requirements.
- Advise educational majors.

Employee Development:

- Continue professional development.
- Sponsor seminars and workshops conducted by Reading experts.
- Establish library of professional journals and readings.
- Attend national, state, and local conferences.

Administrative Support:

- Provide administrative support for departmental activities.
- Monitor maintenance costs of lab equipment.
- Conduct peer evaluations for promotion, tenure, etc.
- Encourage participation in professional organizations.
- Provide administrative support for travel, curriculum development, and technical support.

Community Support and Outreach:

- Serve the college, district and community.
- Serve as liaisons with community agencies in sponsoring special events and programs, such as Academic Decathlon and Center for Health Policy Development.

Sociology

Instruction:

- Provide quality instruction for a diverse student population by offering courses in Anthropology, Social Work, Interdisciplinary Studies, and Sociology
- Provide quality instruction in courses for students in other programs at SAC i.e., Mortuary Science and Nursing Departments
- Offer special topics classes for unique needs
- Conduct and report on research topics such as family, poverty, crime, etc.
- Offer introductory Sociology and Marriage and the Family as Telecourses each semester.
- Offer Introductory Sociology, Marriage and the Family, The Sociology of Aging, and IDST's The Individual, Family, and Community as Internet courses each semester
- Continue the development of additional Internet courses in Criminology and the Sociology of Death and Dying
- Integrate technological innovations in our classroom instruction
- Incorporate classroom activities to promote student involvement and critical thinking
- Design classroom projects that enhance students' knowledge of sociological concepts and theories (i.e. essays, group presentations, group projects)
- Commit to the successful completion of courses by our students
- Continue participation of 100% of the full-time faculty on department committees
- Foster global and cultural awareness within our discipline and across the curriculum
- Offer Dual Credit courses at area high schools
- Review and revise all department course syllabi each semester

< Foster instructional skills of adjunct faculty through Mentoring Program
< Maintain up-dated departmental handbook for adjunct faculty
< Develop service learning guidelines specifically aimed at individuals majoring in child development and education
< Provide speakers to classes in the fields of law enforcement, community/social services, health professions, AIDS awareness and prevention, teaching (primary and secondary education), hospice, domestic violence, forensic medicine, archaeology, and counseling
< Sponsor field trips to provide a broad perspective of social environments and issues and to generate discussions based on personal observations

Student Services:

< Provide personal and academic counseling for all departmental students
< Involve students in Service Learning through "Do It" program
< Provide tutorial session for National Board Exam for Mortuary Science Students
< Provide a supplementary handout for mortuary science majors in funeralization
< Use departmental form for exams submitted to the DSS Center
< Maintain a "student friendly" department
< Support Social Workers 2000
< Distribute information packets to all majors
< Maintain department Web Site with syllabus for each course
< Serve as judge for Mortuary Science students' contest "Christmas Stocking Design"
< Design, update, and distribute departmental brochure
< Work closely with disABILITY Support Services to meet the special needs of students
< Provide mentoring for students majoring in sociology, anthropology, and social work

Community Support and Outreach:

< Participate actively as Girl Scout Leader Volunteer with San Antonio Area Girl Scouts
< Volunteer for Blue Santa
< Teach Sunday School class at church
< Active in local Speech Club
< Lecture at Northside Independent School District
< Participate in Texas Swallow Tail Kite Watch
< Volunteer at Retama Manor and Forum Nursing Homes
< Volunteer in Buddy Program for San Antonio Aids Foundation
< Participate in Escuelitas Program, teen pregnancy prevention program
< Develop topics for contract training

Employee Development:

< Certify faculty as Multimedia Cart Specialists
< Participate and represent SAC to NISOD International Conference
< Attend the "Excellence in Teaching" Conference in Taos, New Mexico, and begin planning to offer a similar conference for San Antonio College
< Maintain memberships in San Antonio Sociological Association Member (SASA)
< Maintain memberships in American Sociological Association
< Maintain memberships in Texas Community College Teachers Association member (TCCTA)
< Participate in college wide Internet Faculty Group and Telecourse Faculty Group
< Complete requirements for Internet Certification
< Enroll in post-graduate courses
< Participate in service learning
< Encourage and support Employee Development Day through attendance and presentations
< Continue the development of skills through computer classes
< Conduct study of The Virgin of Guadalupe and Impact on Mexican Women
< Conduct photo essay on "The Virgin of Guadalupe at Work and Play"
< Joint participation with Psychology Department in training on the use of GIS

Administrative Support:

< Develop and maintain 2 + 2 agreements with area colleges to insure transferability of unit courses
< Offer classes at unique times for non-traditional students via Internet and Telecourse
< Provide diverse courses taught by a diverse faculty for diverse students
< Attend district workshops
< Serve on President's Vision 2020 Committee
< Serve as Speaker for "Dia de los Muertos" (Day of the Dead Celebration)
< Serve on Program Review Committee
< Serve on ACCD Adjudicative Council
< Serve on Selection Committee for Mortuary Science Program
< Serve on Faculty Selection Committee for Palo Alto College
< Serve on Scholastic Withdrawal Committee
< Serve on Enforced Scholastic Withdrawal Committee

- Serve on Salary-Benefits Committee
- Serve on Gerontology Program Development Committee
- Serve on Faculty Development Committee
- Work with Distance Education to provide necessary publicity to increase enrollments and meet student needs in Telecourses, Internet, and Off-campus classes
- Work with Learning Resource Center to insure representative assortment of videos and books for Sociology, Anthropology, Social Work, and Interdisciplinary Studies
- Cooperate with St. Philip's College in joint offerings at the North East Site
- Serve as Interdisciplinary Studies Program Coordinator
- Support Women's History and Black History by taking classes to presentations

Student Learning Assistance Center

Instruction:

- Conduct tours for faculty wanting their students to know what the SLAC has to offer.
- Provide specific software demonstrations to specific departments in order for students to perform specific homework assignments.
- Provide PC facilities and assistance for students performing PC tasks for classroom related projects.
- Provide tutoring facilities and staff for students needing assistance.
- Provide assistance in operating the Foreign Language Lab located in the SLAC.
- Provide assistance for SAC employees or students when they need typewriters for filling out reports or forms.
- Provide free handouts on studying, writing papers, etc.
- Provide assistance for Spanish Telecourse students for their review and tests.
- Provide assistance for playback of video tapes in Accounting, Mathematics, and Spanish.
- Assess current & potential user needs for the SLAC
- Provide training for part-time staff in tutoring skills and PC skills to serve the student population.
- Provide PC facilities for students to have access to e-mail
- Provide classroom facilities for Basic Skills Enrichment Program.

Administrative Support:

- Provide facilities for Services to Special Student Populations program for their tutoring program.
- Provide facilities and assistance for the Copy Center to house a key-operated copier and paper storage.
- Provide PC facilities for Testing and Assessment to perform PC testing for incoming Freshmen.
- Participate in various college level and district-wide committees.

Theatre and Communication

Instruction:

- Provide instruction for 130 sections of Speech.
- Provide instruction for 30 sections of Drama.
- Provide Student Advising for Speech and Drama Majors.

Student Services:

- Provide Speech Apprehension services to 1311 Fundamentals of Speech students.
- Provide a Video Practice Lab for Speech and Drama Students.
- Provide Speech and Drama Scholarships through the Ron Lucke Scholarship Fund.
- Provide Support to the San Antonio College Forensic Team.
- Sponsor and support Delta Psi Omega, Honorary Drama Fraternity, and Phi Rho Pi, Honorary Speech Fraternity.

Employee Development:

- Support Professional Development.

Administrative Support:

- Provide administrative, secretarial and clerical support for instructional and community service activities.
- Provide a safe and secure learning environment in classrooms, laboratories, and facilities.
- Monitor and support tenured and adjunct faculty to assure quality instruction.
- Oversee the Management of McAllister and McCreless Auditoriums to insure satisfied clients and a financially self-sufficient ACCD and community auditorium facilities.
- Participate on College, District and Community committees and boards.

Community Support and Outreach:

- Provide free theatrical productions to San Antonio College students, faculty and staff.
- Offer minimally priced theatrical productions to the San Antonio community.

< Provide opportunities for local elementary, jr. high and high school students to interact with San Antonio College speech and drama activities.
< Host intercollegiate and UIL speech and drama tournaments.
< Participate in civic activities as a San Antonio College representative.

Visual Arts

Instruction:
< Provide quality instruction for Fine Arts courses.
< Continue to foster global and cultural awareness within disciplines, across the curriculum and throughout the college from a visual arts perspective.
< Support quality instruction and safety in ceramic, art metals, sculpture, painting, and 3-D design courses by hiring two new staff personnel.

Employee Development:
< Continue professional development through research, technology skills workshops and conferences in addition to production, publication, or exhibition of creative work.

Administrative Support:
< Provide administrative support for VA&T department.
< Monitor and support adjunct faculty to assure quality student outcomes.
< Administer scholarships and grants; review student portfolios for job placement and transferability; survey students to determine academic/career interest.
< Continue to upgrade faculty and student access to computerized visual arts data and imagery in support of learning and work environment.
< Provide effective, safe and secure studio and lecture learning environments through full allocation of lab fee revenue.
< Manage the use and upkeep of the Visual Arts and Technology Center.
< Continue to support departmental operation and improvement through full faculty and staff participation in shared governance.

Community Support and Outreach:
< Present VATC art exhibitions and host the Fine Arts Lecture and Film Series.
< Develop recruitment tools utilizing information technologies such as multi-media presentations, video and Internet web pages to introduce the community to the visual arts programs.
< Promote a productive relationship with the community by participating in civic and professional activities and working with other institutions of higher learning.

Division of Continuing Education and Workforce Development

C. E. Community Service/Enrichment/ Planetarium

Instruction:
< Maintain computers in Literacy Lab.
< Upgrade software for GED, ESL and College for Kids programs.
< Upgrade new Planetarium programs for on-going classes.
< Create and present Continuing Education classes on astronomy.

Administrative Support:
< Maintain computer equipment in Literacy Lab.
< Review software programs and print material for use in the Literacy Lab.
< Create program brochures to publicize literacy and enrichment programs.
< Repair and maintain Planetarium projectors and equipment.
< Set up appointments for programs for public and private schools, college classes and various groups.
< Create weekly newsletter, the WHAT'S UP, for visitors.
< Maintain Planetarium Web Page

Community Support and Outreach:
< Maintain quality level of literacy programs that serve over 2,700 students per year.
< Continue to provide a children's enrichment program serving over 500 per year.
< Review Adult Re-entry programs to maintain industry standards.
< Provide astronomical information and interviews to the news media.
< Present a variety of programs to approximately 25,000 school students, 2,000 college students, and 8,000 public attendees.
< Present observatory viewing to general public.

Continuing Education & Workforce Development

Instruction:
< Adult Vocational Courses
< Contract Classes
< Certification Programs
< Licensure Programs
< On-line Courses
< Professional Development Seminars/Workshops
< Workplace Literacy Programs
< Basic Skills Programs
< Language Programs

Administrative Support:
< Registration
< Transcripts
< Marketing and Program Promotion
< Learning Laboratory

Community Support and Outreach:
< Industry-specific Needs Assessment
< Community Education Needs Assessment
< Counseling Services
< Career Planning
< Special Projects

Scobee Planetarium

Instruction:
< Create new Planetarium programs for on-going classes.
< Create and present Continuing Education classes on astronomy.

Administrative Support:
< Repair and maintain Planetarium projectors and equipment.
< Set up appointments for programs for public and private schools, college classes and various groups.
< Create monthly newsletter, the SKYLINE, for visitors.
< Maintain Planetarium Web Page

Community Support and Outreach:
< Provide astronomical information and interviews to the news media.
< Present a variety of programs to approximately 25,000 school students, 2,000 college students, and 8,000 public attendees.
< Present observatory viewing to general public.

Division of Evening, Weekend and Distance Education

Distance Education

Instruction:
< Delivery of Developmental and College Credit Courses at 14+ Off-Campus sites; Delivery of Internet courses; Delivery of Telecourses; and Delivery of Interactive Video conferencing Instruction to provide the community reasonable access to higher education.
< Contract Instruction With Business, Industry & Government Employers

Student Services:
< On-site registration in New Braunfels, Seguin, USAA, Fort Sam Houston and other off-campus sites
< On-site course advising, & testing at off-campus sites
< Collaboration with other college offices to provide on-line library services, on-line counseling, on-line tutoring, on-line registration and other college support services to distant learners

Administrative Support:
< Marketing & Promotion of Distance Education Courses and Programs
< Off-Campus Registration in Seguin and New Braunfels
< Special Projects Involving Community Outreach to the community
< Develop Faculty Development Programs for Distance Education Faculty
< Maintain current level of administrative operations and services at off-campus sites

Community Outreach:

- < Establish partnerships with School Districts, other Community Colleges & Business, Industry & Government

Division of Learning Resources

Assessment Center

Instruction:

- < Provide seminars/lectures relating to Psychometric issues to departments upon request.
- < Provide lectures to campus staff and instructors relating to Psychometric issues.

Student Services:

- < Administer Placement Exam to students/general public to meet enrollment/registration guidelines on campus, such as the ACCUPLACER, ASSET, Nelson-Denny, Foreign Language, CELSA, and ACT.
- < Administer the GED exam to students/general public to meet THECB guidelines
- < Administer the TASP and Stanford Achievement Test exam to students/general public to meet THECB guidelines.
- < Administer the Alternative Assessment exam to meet THECB guidelines.
- < Administer the CLEP exam to students/general public to be awarded college credits.
- < Administer Licensing/Certification testing to meet Departmental Entrance/Exit Criteria e.g. the GAP and EMT Exam.
- < Administer Licensing/Certification exams to students/general public for accreditation status.
- < Administer Placement exams to students wishing to meet criteria for graduation/exit status.
- < Administer testing services to other campus departments for academic reasons e.g. EMT exam.
- < Administer Correspondence exams to students/general public to meet academic criteria.
- < Administer Placement testing to off-campus/remote locations for enrollment or recruitment purposes.
- < Retrieve TASP scores via internet for students/general public for enrollment/graduation purposes.
- < Provide Social Security Numbers to students/general public for district specific purposes on mainframe.
- < Provide placement testing schedule to students, general public, and campus staff upon request.
- < Provide registration and information packets for diverse exams (TASP, ACT, SAT, Stanford Achievement Test, TOEFL, and CLEP) to students/general public upon request.
- < Provide individual test scores for students/general public upon request.
- < Verify GED or placement testing scores for college staff, federal, or state programs upon request.
- < Generate GED transcripts to students/general public upon request.
- < Retrieve GED test scores to students, college staff, or general public.
- < Provide special accommodations to students/general public for compliancewith ADA requirements.
- < Provide multiple testing materials for students/general public with special needs.
- < Maintain computer lab to provide continuous, walk-in placement testing.
- < Accept cash payments from general public for Alternative Assessment Essay services.

Employee Development:

- < Provide staff with opportunity to participate in campus sanctioned committees.
- < Provide staff with opportunity to participate in employee development/ enrichment programs or seminars.
- < Provide staff with opportunity to enroll in campus courses for professional development.
- < Provide staff with opportunity to improve computer skills through seminars or training programs.

Administrative Support:

- < Retrieve, verify, and create a student information database for individuals requiring testing which involves any or all of the following duties: reviewing screen #221 for student assessment score information; reviewing #136 for student courses load and hours completed; reviewing # 148 for any holds or comments on students record; reviewing # 730 for placement and student TASP information; entry of scores screen #210.
- < Provide general or specific information relating to Assessment Center policies to students, general public, and campus staff.
- < Provide ACCUPLACER, ASSET, Nelson-Denny, TASP, Foreign Language, CELSA, CLEP, Correspondence and ACT information to students, general public, and campus staff as requested.
- < Verify the identity of every individual requiring testing, transcripts, or scores from the Assessment Center.
- < Verify the Social Security Number of every student requiring placement testing.
- < Verify background information of every individual to properly screen for testing.

- Verify official documentation ascertaining the identity of individuals.
- Create a mainframe-based Social Security Number for foreign students.
- Create a mainframe file for students in order to input the following exam scores: ACCUPLACER, GED, CELSA, ASSET, ACT, SAT, and TASP scores if the student's identity or information does not exist in the mainframe system.
- File all official TASP score reports received from Austin.
- File all official ACT and SAT scores for incoming students.
- File all official ACT and SAT score reports for students requesting a TASP exemption status.
- File all TASP retrieval affidavit forms for students requiring score retrievals from Austin.
- File all GED transcript requests once they have been processed.
- File all official CLEP and AP score reports and Advanced Standing Recommendation Forms.
- Schedule individual appointments for the GED, and CLEP exams.
- Create GED transcripts for individuals as requested.
- Create a GED database of transcripts generated and mailed to individuals, or public or private agencies.
- Process GED and CLEP applications for students requesting to take the GED and CLEP exam.
- Create letters of rejection for students who have not tested at SAC for GED.
- Maintain a database of GED and CLEP scores for individuals testing at this testing center.
- Process all GED inquiries relating to verifying individuals who tested at this testing center.
- Verify eligibility of 6 college credit hours to award CLEP credit to individuals.
- Create letters of rejection for students who do not meet CLEP prerequisites.
- Process CLEP award documentation for individuals granted college credit based on CLEP performance.
- Create and monitor any "roster lists" that may be generated for students walking-in for testing.
- Resolve issues of conflicting or misunderstood information that students may receive from other entities.
- Provide general information relating to registration/enrollment regarding other campus units such as: Admissions, TASP, Veterans Affairs, Extended Services, Nursing, Child Development, Perkins Program, Continuing Education, Counseling, Partnership/Off-Campus programs, and Financial Aid.
- Follow standardized instructions for all students requiring testing services.
- Secure all testing materials that are received by office.
- Maintain computerized database for all individuals requiring testing.
- Maintain a daily printout individual score reports of all ACCUPLACER computerized exams administered.
- Review/Authenticate all retest letters.
- Screen all potential examinees to ensure compliance with established retest policy.
- Determine whether students require the Essay component of the Alternative Assessment exam.
- Create daily roster immediately upon completion of Essays administered.
- Mail daily all Essays administered during the morning/afternoon sessions.
- Input all administered Alternative TASP Essays in mainframe and departmental database.
- Receive official Essay scores via e-mail and input scores.
- Fax daily Essay scores received to TASP office.
- File all GED, TASP, ACT, SAT, CELSA, ASSET, Correspondence, and CLEP scores in respective database.
- Provide testing materials to students during testing sessions.
- Ensure all testing sessions are in compliance with standardized testing guidelines.
- Ensure all documentation to accept Money Orders is correct
- Refer students to Business Office for payment of testing fees.
- Determine stage of enrollment process (Admissions, TASP Office, Counseling) to which the student will be referred.
- Schedule appointments with schools/community programs for off-campus/remote location testing.
- Provide information packet regarding off-campus testing to the remote site liaison.

Community Support and Outreach:

- Provide state and federal agencies with opportunity to use facilities for special testing at no charge.
- Provide off-campus testing services to the general public and community at no charge.
- Provide testing services to the public and general community upon request.

Dean of Learning Resources

Instruction:

- Identify curriculum and program requirements for LRC materials.
- Deliver library services to off-campus sites.
- Maintain a collection of audiovisual materials for use by students, faculty, and staff.
- Maintain a collection of periodical materials for use by students, faculty, and staff.

< Serve as library liaisons with the various academic & Occ-tech departments.
< Teach students how to locate information efficiently through the use of a search strategy.
< Deliver "point of use" instruction on accessing / interpreting LRC materials through the Reference Desk.
< Assess faculty members' library-related objectives & develop a lesson plan to meet those objectives.
< Present class-related instructions to the students through multi-media lecture/demonstrations.
< Provide individualized "one-on-one" instruction on specific topics identified by students.
< Consult faculty on the design of effective library assignments.
< Develop in students life-long learning skills that enable them to effectively use a library.
< Schedule and provide audiovisual equipment for faculty classroom use.
< Produce instructional programs for classroom use.
< Play telecourse programs on Paragon Cable.
< Consult SAC faculty on instructional program design strategies.
< Provide Reserve materials Collection for "outside readings" required by classroom faculty.
< Record student speeches & performances for evaluation.
< Provide instruction on the World Wide Web in the instructional lab each week.
< Provide hands-on training in using the online/ networked databases in the library instructional labs.
< Maintain instructional websites.
< New material acquisitions and new federal documents published monthly via the LRC Home Page.

Student Services:

< Provide online reference service via email.
< Provide access services for United States government documents & other special collections.
< Provide interlibrary loan services to allow access to other library collections.
< Provide a campus / registration information desk during the first week of classes.
< Provide specialized equipment and guidance to disabled individuals using LRC materials.
< Advise students on information resources available throughout the San Antonio community.
< Provide students access to state-wide library resources through the TexShare resource sharing network.
< Obtain keyboards and computer circuit boards for Servers and PC backup & Replacement.

Administrative Support:

< Conduct collection use studies to earmark specific subject areas for purchase.
< Select & order materials needed to maintain a balanced LRC collection.
< Evaluate the overall effectiveness of the LRC collection.
< Implement a collection development policy.
< Plan for budgetary resource sharing to purchase these materials.
< Repair those materials whose physical condition warrants it.
< Weed materials that have become outdated or worn out.
< Replace "weeded" materials that are integral to the collection.
< Provide regular physical maintenance of the LRC collections.
< Assess current & potential user needs for LRC materials.
< Catalog newly added LRC materials.
< Input bibliographic information for new materials into library's online database.
< Process newly acquired materials for inclusion into LRC collection.
< Re-classify existing LRC materials from the Dewey system into the Library of Congress system.
< Circulate LRC materials for course work, professional development, and personal interest of clientele.
< Improve access to electronic resources through the maintenance of the LRC's local area network (LAN).
< Provide graphic design/production, photographic, and audio production support for campus-wide activities.
< Recruit, select, and manage student personnel and temporary workforce for the LRC.
< Provide routine maintenance and upkeep for various types of departmental equipment.
< Participate in various college level and district-wide committees.
< Sponsor and receive (downlink) various teleconferences for campus and community organizations.

Community Support and Outreach:

< Participate in student activities and functions.
< Simulcast programs on the SAC RTF television station
< Participate in various community-wide civic activities, such as Scouting, church, blood drives, etc.
< Participate in Travis Elementary School's student mentoring program.
< Enhance access to library collections through the LRC's online public access catalog (OPAC) system.
< Provide leadership to ACCD's sponsored multicultural conference.
< Participate in the Texas Academic Decathlon superquiz for medium-size schools.

< Support library tours as requested by the community or schools.

< Provide leadership to local, regional, and state library organizations.

< Provide lobbying of state legislature for support of Texas libraries, and participate in Texas Library Association's legislative day.

< Provide instruction and access to QWS3270 to enable students and community users to access the ACCD library catalog from off-site locations.

< Provide selected Internet training sessions at community high schools.

Counseling Center

Instruction:

< Full-time and part-time counseling faculty are teaching SDEV 0370 and SDEV 0170 classes

< Presenting Seminars and Workshops to students.

Student Services:

< Counseling and Guidance; Academic Advising; course-placement advisement; Transfer advising and information; Career Planning and Career decision making; manual over-rides of the computer system to ensure the proper leveling in Math, English, and Reading for students using the Accuplacer and students transferring from other colleges and universities.

< Counselor support for Distance Education, Week-End College and the Evening students.

< Counseling and advising for FTIC and ESW students.

Employee Development:

< Participation in Employee Development Day activities; Professional Growth and Developmental activities for faculty and staff (approved courses, training, conferences and other).

Administrative Support:

< Counselor/Coordinator also serves as Cost Center Manager For Unit and Budget Manager for the Perkins (Career Guidance for OET students) project.

< Counseling faculty members serve as Program Coordinator of the Transfer, Career Planning and Marketing Outreach, Recruitment Program components.

Community Support and Outreach:

< Marketing, Outreach and Recruitment: High Schools, Military Bases and Business Firms at Career Days, College Nights and Special events.

< Provide counselor support to the San Antonio Educational Partnership; Center for Health Policy Development and others.

DisABILITY Support Services

Instruction:

< Continuation of specially designed SDEV 0370 classes for students with specific disabilities (Deaf, Learning Disabled and Attention Deficit Disorder) for academic and personal support, increased retention and development of academic/social skills. Provide on site instruction for individual needs related to DSS computer limited technical support available for course work, tutorial programs, access to World Wide Web, as well as Windows 97.

< Research, develop, draft, edit and print a text for SDEV sections designated for disABILITY Support Services participants.

Student Services:

< **Counseling:** Address special needs of students with disabilities by providing quality personal and career counseling.

< **Advisement:** Provide extensive academic advisement to students who rely on specific schedules & logistical concerns in order to maintain success. Financial aid advisement and degree planning mapped out for students whose disabilities may pose road blocks because of hospitalization, reoccurring conditions and life threatening episodes.

< **Crisis intervention:** combined efforts of Women's Center, College Health Center, Student Assistant Program and DSS to provide intervention for students in crisis.

< **Referrals**: provide appropriate information to access campus support services such as Veterans Affairs, Women's Center, Students Support Services Project & Job Placement, College Health Center and Student Assistance Program. Maintain Network of community supports services for Rehabilitation, housing, legal issues, medical and mental health services.

- **P.E.O.P.LE. Club:** student activity whose purpose is to educate, entertain (socially) and enhance the needs of disabled individuals while bringing an awareness to the issues relevant to this population.
- **Transition Programs:** work with all colleges to enhance transition of disabled students into the 4 yr. College arena. Work with all Bexar county school districts to enhance transition of disabled high school students into the college arena.
- **Assistance:** in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, DSS addresses the issues of access and provides a growing number of accommodations that enable those with disabilities to enjoy the same success as those without disabilities, including but not limited to on site registration, on site processing of admissions and residency, mobility assistance, interpreter services, note-taking, tutoring, classroom/lab assistance, classroom furniture, enlarged print, test assistance (extended time, on site testing, readers, writers, and enlarged print), enlarged print for text books and hand outs, recording services for blind and learning disabled, special equipment (tape recorders, amigos, luggage carts), emergency evacuation, financial aid assistance, and on site college placement assessment.
- **Employee Development:** encourage professional development through participation in employee development, course and, seminars, workshops, staff meetings and professional literature.

Administrative Support:

- Employ long range assessment of current and potential student needs for support services.
- Secure the on site technical personnel necessary to provide continuous and regular maintenance of equipment (computers, printers)
- Identify course curriculum and program requirement specific to students accessing DSS computer lab. Promote linkage of departmental computer programs (curriculum and lab assignments) where assistive technology of support is required.
- Conduct collection of computer generated list serve sites for up to date changes in assistive technology and equipment.
- Evaluate over all effectiveness of DSS facilities, staff and services.
- Recruit, select, train, manage student personnel integral in provision of services to students and clerical support for the Unit.
- Participate in various college level and distinct-wide committees.
- In conjunction with College Objective 6.0.1, dSS Faculty/Counselors will assist in preparation and participation of workshops/seminars related to ADA compliance.
- As required by the Office of Civil Rights, Department of Education, and in compliance with the ADA, this Unit will research and develop a Policy and Procedure manual for the disABILITY Support Services program.

Community Support and Outreach:

- Function as a liaison between the college and a variety of agencies (Texas Rehabilitation Commission, Texas Commission for the Blind, Texas Commission for the Deaf and Hard of Hearing, Warm Springs Rehab Hospital) as well as all Bexar County school districts, Mental Health/Medical Professionals.
- P.E.O.P.L.E. club sponsored food drives to families in need during Thanksgiving and Christmas.

Instructional Technologies

Instruction:

- Provide on-going support for faculty on computer software operation.
- Provide on-going support for Internet course development, multimedia presentations, web pages instructional strategies, computer applications, and multimedia equipment.

Employee Development:

- Provide on-going instruction for faculty on Internet and homepage design.
- Provide on-going instruction for faculty on E-mail, Advantage, CWIS, etc.
- Provide on-going instruction for faculty on general computer operations.
- Provide on-going instruction for faculty on computer presentation software & design.
- Provide on-going instruction for faculty on multimedia software and design.
- Provide on-going instruction for faculty on video & sound capture & editing.
- Provide on-going instruction for faculty to meet Internet Course Certification requirements.

- Provide on-going Internet Course development and support.
- Provide on-going instruction for rolling multimedia units.
- Provide on-going instruction for videoconferencing equipment and instructional strategies
- Provide opportunities for faculty innovation.
- Provide on-going instruction for faculty on instructional strategies.
- Provide on-going instruction for faculty on instructional design.
- Provide on-going interaction and support of the Virtual College of Texas.

Administrative Support:

- Provide ongoing advice to departments on the selection of computer software.
- Provide ongoing advice to departments on the selection of computer & projection hardware.
- Provide on-going advice to departments on the selection of videoconferencing equipment.

International Students Office

Student Services:

- To assist prospective students from other countries who are not permanent residents in the U.S.A. with the entire process of application, admission, and enrollment at SAC. This includes completion of the College Health Center requirements and documenting their residency code.
- To serve as liaison with the INS to issue Form I-20, to endorse Form I-20 as required by INS rules, and help students in need of reinstatement, or INS authorization for off-campus employment.
- To assist Units/Departments serving International Students: Admissions & Records-Registration; College Health Center-Immunizations; Financial Aid-Scholarships and Grant Programs; Office of Continuing Education and Community Outreach-International Exchange Programs.
- Promote and coordinate activities that meet educational and cultural needs of groups on campus and in the community; and encourage student participation in educational and cross-culture exchange.
- Promptly update handouts with current information about INS regulations for "F-1" students.
- Issue letters of enrollment, and good standing with the INS.

Job Placement Program

Student Services:

- San Antonio College Job Placement Program seeks to maximize job acquisition prospects for students through employment search assistance, resume development, on/off campus interviews, business communications (cover letter/follow up letter) assistance, interviews, skill development and interview simulation via Job Interview Simulation Laboratory (JISL).
- Part-time and full-time job development.
- Cooperative education opportunities development, internship development, career track opportunity development.
- Job Postings and opportunity information dissemination.
- San Antonio College Job Placement Program strives to serve as a bridge from the employment sector to the community college (and vice versa), assuring that a qualified workforce is provided opportunities to obtain gainful employment in the community through enhanced employer and student contact.
- Instructional support to the Human Development Department in the form of career planning, job search enhancement and job market information. Instructional support via Career Day/Job Fair activities.
- Transfer assistance via referral to personnel and contacts at career planning and placement offices at regional colleges.
- Labor resource development in acquiring donated volunteer work hours via volunteer workers from Texas Department of Human Services/Bexar County Juvenile Probation Department and San Antonio Positive Solutions.

Student Development

Instruction:

- Provide classroom instruction for over five thousand new and transferring students pertaining to orientation matters. Purpose is retention and student support.
- Provide classroom instruction for over eighteen hundred students who are considered academic alert students - that is they have placed into remediation in Reading, English and Math. Purpose is retention and student support.
- Seminar Series: provide college, career and life enhancement series. Purpose: allow students to select several areas that they would like to investigate as a part of their orientation. Purpose: to involve the SAC community and the San Antonio Community in a project supporting retention of first time in college students.
- Tailored Instruction: Provide classroom instruction for special populations including: single mothers, ESOL, Attention Deficit, Learning Disabled, Honors, and at risk students. Purpose: be able to address specific issues for special populations in an orientation setting.

Employee Development:

- In-Service Training for Technology

Administrative Support:

- Instructor support: provide both SDEV0370 and SDEV0170 instructors with workshops, written materials, current research and classroom tips. Purpose: to enhance their classroom effectiveness.
- Text editing: Edit/update the "Student Development Study Guide" used in both SDEV0370 and SDEV0170 classes. Purpose: to use a text that is tailored to the San Antonio College student.
- Registration: provide Admissions & Records with personnel to assist with the registration process for those students enrolling in Student Development. Purpose: to expedite the enrollment process for FTIC's.

Technology Center

Administrative Support:

- Provide on-going coordination for all technical activities on the SAC campus.
- Provide on-going support for faculty, staff, and administration on computer hardware operation.
- Provide on-going repairs for faculty, staff, and administration technology related equipment.
- Provide advice for departments on the selection of computer software.
- Provide on-going computer network assistance for faculty, staff, and administration.
- Provide on-going assistance for video conferencing transmissions.
- Provide on-going help desk assistance for faculty, staff, and administration on technology related problems.
- Provide on-going availability external repair services for faculty, staff, and administration equipment that cannot be repaired by on-campus technicians.
- Provide on-going communication with SAC units in order to maintain a current database of hardware and software in use.
- Provide on-going collaboration between SAC units and ACCD Information Systems to avoid duplication of services.
- Provide on-going security for data, servers, and technology-related equipment.

Technology Training Program

Instruction:

- Provide on-going support for staff and administrators on computer software and hardware operation.

Employee Development:

- Provide on-going instruction for staff and administration on Internet and homepage design.
- Provide on-going instruction for staff and administration on E-mail, Advantage, CWIS, etc.
- Provide on-going instruction for staff and administration on general computer operations and applications.
- Provide on-going instruction for staff and administration on computer presentation software & design.
- Provide on-going instruction for staff and administration on multimedia software and design.
- Provide on-going instruction for staff and administration on video & sound capture & editing.

Administrative Support:

< Provide assistance to departments when designing projects after initial training period.
< Provide technical support to departments following initial training.

Veteran's Affairs

Student Services:

< Provide support during in-take for all new and returning DVA students.
< Set-up degree plans for each student and provide copy to students.
< Counsel all students (new, returning and transfer) using DVA benefits.
< Counsel/course placement for each enrollment.
< Increase electronic certification whenever possible.
< Provide timely certification for each enrollment.

Administrative Support:

< Secure the personnel needed to recruit veterans and dependents.
< Provide Office of Veterans' Affairs support to contact bases and reserve units.
< Survey files for errors to comply with department of veterans affairs regulations.
< Survey students to evaluate services to students.

Women's Center

Instruction:

< Classes: Provide instruction for on-going SDEV 0370 and 0170 classes for academic support, skill development and increased retention.
< Adult Re-Entry: Provide instructional opportunities for upgrading basic skills as a transition service for students preparing to enter college classes.
< Workshop: Provide instruction via workshop/classes which will assist student to become a better student and individual (i.e., parenting, career and personal development).

Student Services:

< Counseling: address special needs of female students by providing quality personal and career counseling.
< Advisement: provide extended academic & financial aid advisement, and degree plan development to returning women students and single parents.
< Referrals: provide appropriate referrals to other college units such as DSS and Special Services, and to community support services for housing, child care and extended mental health services.
< Outreach: function as a liaison between San Antonio College departments and a variety of community social service agencies, schools & universities, and businesses.
< Workforce Development Activities: Provide students with opportunities to achieve economic self-sufficiency via training, classroom instruction and workshops.
< Provide women students with networking, leadership and mentoring opportunities through activities and programs such as: Women's Student Organization and WINS.
< Assistance: provide transportation and textbook assistance to qualified students.
< Retention: provide personal counseling/crisis counseling to improve retention of target populations.
< Retention: Identify the special financial needs of women and provide financial aid advisement/resources to meet these needs.

Administrative Support:

< Activities: Special Projects: on an annual basis, develop, plan and coordinate the Young Women' s Conference.
< Cooperate in the planning of Women in History Month.
< Workshops and Seminars: provide on-demand and scheduled workshops , seminars and support groups for students, faculty development and community agencies.

Employee Development:

< Provide opportunities for faculty and staff to participate in department, college and district committees and organizations and activities.
< Provide on-going opportunities for faculty and staff to participate in wellness and professional development/training activities.

Community Support:

< Continue to serve as a resource to the San Antonio/Bexar County Community through sponsorships and collaborative activities.

Division of Occupational/Technical Education

Administrative Computer Technology

Student Services:

< Provide resources to support recruitment of new students, to strengthen retention of currently enrolled students, and to expand and enhance Tech-Prep and dual credit initiatives.
< Strengthen the career advisement process through open monthly seminars and provision of program area related literature for mailings and presentation purposes.
< Recruit and hire tutors and dictators to assist students in CIST Department classes and laboratories.
< Provide essential career planning and student advisement to assure progress toward goals.
< Provide departmental/campus organizations and affiliations with local professional organizations to aid students in personal/professional growth and to provide networking opportunities.
< Serve as a referral to jobs in the business community to assist currently enrolled and graduating students.
< Provide access to laboratories for use in completing instructional activities and preparing for certifications.
< Create brochures and marketing literature to recruit students and to inform the community of educational opportunities in technical occupations.
< Prepare announcements of scholarships and student services/opportunities to promote awareness of the college and department.

Employee Development:

< Provide essential resources to support training, college service, and professional development activities for faculty, staff, and laboratory technicians to assure competency and relevancy.
< Perform periodic evaluations of staff and faculty to improve performance and strengthen the instructional program.
< Provide faculty workstations in offices to allow curriculum and instructional materials development.
< Offer training opportunities to assure faculty/staff competence with new operating systems, hardware, and software acquisitions.
< Promote participation in professional organizations to further current knowledge and to assure professional growth.

Administrative Support:

< Serve students through improved assessment of outcomes and increased offerings to traditional and non-traditionally scheduled classes on campus and in the community through collaboration with the local workforce.
< Create and maintain a database to permit class scheduling, lab availability chart creation, and teacher schedules.
< Assess equipment/systems needs and acquire budget to provide crucial equipment, systems, and software for instructional programs.
< Generate statistics and reports crucial to the evaluation processes involved in college program review, Southern Association accreditation, and monitoring visits of the Coordinating Board.
< Arrange a minimum of two advisory committee meetings/activities each year to assure relevancy of curriculum in terms of business/community needs.
< Facilitate faculty-student interaction through listings of office hours and student homework distribution though faculty mailboxes.
< Provide essential resources to support state-of-the-art technology to further curriculum development, to foster instructional design, and to support efforts to strengthen faculty competence.
< Assess effectiveness of programs and services through the college program review process and through continued implementation of actions to comply with Southern Association recommendations and advisory committee recommendations.
< Recruit and hire faculty and staff to serve increased enrollments in all programs and add administrative support personnel to handle purchasing and budgeting.

Community Relations:

< Contribute to the professions in the ACT Department through active participation in professional organizations in administrative systems and court reporting.
< Participate in community activities/events to promote awareness of college goals and departmental offerings.
< Create brochures and informational literature to communicate curriculum and services to the community.
< Attend career nights and make presentations in area secondary schools to bolster enrollments and keep the community informed of offerings/services.
< Greet visitors and facilitate location of campus events in the Nail Technical Center.

< Assist students with the registration process in the Nail Technical Center.
< Refer telephone callers and visitors to the campus to appropriate services areas on campus.
< Offer monthly seminars to inform potential students and the community of computer-related career fields and department programs.

Banking

Instruction:
< Enhance the learning experiences in Banking through continual evaluation of innovative instructional technology.
< Monitor banking course offerings and course content to ensure that class materials are relevant to the needs of those we serve.
< Conduct and assess student evaluation to determine effectiveness of instruction.

Student Services:
< Improve accuracy in advisement; all potential program majors will receive degree plans no later than the permanent recording date.
< Recognize the Management Department's Outstanding student by participating in the Wall Street Journal Student Achievement Award.

Employee Development:
< Encourage professional and personal development of all faculty and staff members.
< Review resources for enhancement of supplemental materials.

Administrative Support:
< Evaluate adjunct faculty through student surveys.
< Respond to recommendations of the program Review assessment to ensure program improvements.
< Accomplish all administrative duties in a timely and proper manner through the coordinated efforts of the Department Chairperson, Program Coordinator, Faculty and staff.
< Improve program recruitment;, sources of students will be identified and contacted.
< Improve retention; faculty will disseminate to all banking classes the department class offerings for the following semester. This will be accomplished prior to the registration periods.
< Improve collaboration; communication will be made with the banking community and the Banking Program's Advisory Committee to develop student enrollment.
< Encourage continuous representation on college and district committees.

Child Development

Instruction:
< Provide competency-based instruction to students in lecture and laboratory classes.
< Provide quality supervision by faculty of students at off-campus field experience sites and in the on-campus lab classrooms.
< Provide continuous improvement of current curricula and develop new programs as directed by industry representatives on departmental advisory committee.
< Identify and submit for purchase the technology, furniture and audiovisual materials needed for support of instructional programs.
< Identify and submit for purchase the technology, furniture and audiovisual materials needed for support of the administrative functions of the department.
< Implement learning outcomes in accordance with SACS and THECB requirements.
< Collaborate with business, secondary schools and 4 year universities to develop and refine Tech Prep articulation agreements.
< Contract for non-credit training with employers and agencies.
< Continue departmental representation on college and ACCD level committees.
< Continue participation of 100% of the full-time faculty on departmental committees.

Student Service:
< Provide academic career counseling the Child Development majors.
< Recognize outstanding lab students with the Norma L. Ziegler Award.

Employee Development:
< Facilitate professional development for faculty and staff to improve teaching effectiveness and departmental efficiency.
< Mentor adjunct Child Development faculty.

Administrative Support:
< Publicize the Child Development certificate and degree programs with brochures; presentations at local conferences, career days, and high school classes, etc.
< Plan class schedules to meet student and industry needs for each semester and summer session.

Community Support and Outreach:
< Provide training, on a volunteer basis, to local business, agencies, and organization.

< Respond to community inquires related to Child Development.

Computer Aided Drafting and Design Technology

Instruction:

< Prepare for and deliver appropriate instruction to students in Computer Aided Drafting and Design classes.

< Update courses and develop new courses as needed to keep this program up to date.

< Maintain all course syllabi.

< Maintain laboratory facilities and equipment, parts, supplies and software used in laboratories.

< Procure, install, and repair, if necessary, all laboratory equipment, parts, and supplies.

Student Services:

< Contact and visit high schools to identify and explain the program to teachers and students.

< Develop, where appropriate, articulation agreements with area high schools.

< Provide advising for all new and continuing Computer Aided Drafting and Design students.

< Provide a contact point for companies seeking CAD technicians and designers and for students seeking these jobs.

Employee Development:

< Upgrade design skills as software is modified

< Upgrade faculty teaching skills

< Upgrade staff skills, as needed for each position

Administrative Support:

< Provide planning and support for Drafting and Design program and Engineering Technologies Department.

< Maintain all needed department records.

< Participate in unit, department, division, college, and district committee activities.

< Maintain contacts with the design community through an advisory committee

Community Service and Outreach:

< Provide contract instruction as needed by industry and community organizations.

< Provide support for secondary CAD and Drafting by sponsoring competitions and serving as judges where needed.

< Supply community and industry support by providing design advice as needed

Computer Information Systems

Student Services:

< Provide resources to support recruitment of new students, to strengthen retention of currently enrolled students, and to expand and enhance Tech-Prep and dual credit initiatives.

< Strengthen the career advisement process through open monthly seminars and provision of program area related literature for mailings and presentation purposes.

< Recruit and hire tutors and dictators to assist students in CIST Department classes and laboratories.

< Provide essential career planning and student advisement to assure progress toward goals.

< Provide departmental/campus organizations and affiliations with local professional organizations to aid students in personal/professional growth and to provide networking opportunities.

< Serve as a referral to jobs in the business community to assist currently enrolled and graduating students.

< Provide access to laboratories for use in completing instructional activities and preparing for competitions.

< Create brochures and marketing literature to recruit students and to inform the community of educational opportunities in technical occupations.

< Prepare announcements of scholarships and student services/opportunities to promote awareness of the college and department.

Employee Development:

< Provide essential resources to support training, college service, and professional development activities for faculty, staff, and laboratory technicians to assure competency and relevancy.

< Perform periodic evaluations of staff and faculty to improve performance and strengthen the instructional program.

< Provide faculty workstations in offices to allow curriculum and instructional materials development.

< Offer training opportunities to assure faculty/staff competence with new operating systems, hardware, and software acquisitions.

< Promote participation in professional organizations to further current knowledge and to assure professional growth.

Administrative Support:

< Serve students through improved assessment of outcomes and increased offerings of traditional and non-traditionally scheduled classes on campus and in the community through collaboration with the local workforce.

< Create and maintain a database to permit class scheduling, lab availability chart creation, and teacher schedules.

< Assess equipment/systems needs and acquire budget to provide crucial equipment, systems, and software for instructional programs.

< Generate statistics and reports crucial to the evaluation processes involved in college program review, Southern Association accreditation, and monitoring visits of the Coordinating Board.

< Arrange a minimum of two advisory committee meetings/activities each year to assure relevancy of curriculum in terms of business/community needs.

< Facilitate faculty-student interaction through listings of office hours and student homework distribution through faculty mailboxes.

Administrative Support:

< Provide essential resources to support state-of-the-art technology to further curriculum development, to foster instructional design, and to support efforts to strengthen faculty competence.

< Assess effectiveness of programs and services through the college program review process and through continued implementation of actions to comply with Southern Association recommendations and advisory committee recommendations

< Recruit and hire faculty and staff to serve increased enrollments in all programs and add administrative support personnel to handle purchasing and budgeting.

Community Relations:

< Contribute to the professions in the CIST Department through active participation in professional organizations in office systems, court reporting, and computer information systems.

< Participate in community activities/events to promote awareness of college goals and departmental offerings.

< Create brochures and informational literature to communicate curriculum and services to the community.

< Attend career nights and make presentations in area secondary schools to bolster enrollments and keep the community informed of offerings/services.

< Greet visitors and facilitate location of campus events in the Nail Technical Center.

< Assist students with the registration process in the Nail Technical Center.

< Refer telephone callers and visitors to the campus to appropriate service areas on campus.

< Offer monthly seminars to inform potential students and the community of computer-related career fields and department programs.

Court Reporting

Student Services:

< Provide resources to support recruitment of new students, to strengthen retention of currently enrolled students, and to expand and enhance Tech-Prep and dual credit initiatives.

< Strengthen the career advisement process through open monthly seminars and provision of program area related literature for mailings and presentation purposes.

< Recruit and hire tutors and dictators to assist students in CIST Department classes and laboratories.

< Provide essential career planning and student advisement to assure progress toward goals.

< Provide departmental/campus organizations and affiliations with local professional organizations to aid students in personal/professional growth and to provide networking opportunities.

< Serve as a referral to jobs in the business community to assist currently enrolled and graduating students.

< Provide access to laboratories for use in completing instructional activities and preparing for competitions.

< Create brochures and marketing literature to recruit students and to inform the community of educational opportunities in technical occupations.

< Prepare announcements of scholarships and student services/opportunities to promote awareness of the college and department.

Employee Development:

< Provide essential resources to support training, college service, and professional development activities for faculty, staff, and laboratory technicians to assure competency and relevancy.

< Perform periodic evaluations of staff and faculty to improve performance and strengthen the instructional program.

< Provide faculty workstations in offices to allow curriculum and instructional materials development.

< Offer training opportunities to assure faculty/staff competence with new operating systems, hardware, and software acquisitions.
< Promote participation in professional organizations to further current knowledge and to assure professional growth.

Administrative Support:

< Serve students through improved assessment of outcomes and increased offerings of traditional and non-traditionally scheduled classes on campus and in the community through collaboration with the local workforce.
< Create and maintain a database to permit class scheduling, lab availability chart creation, and teacher schedules.
< Assess equipment/systems needs and acquire budget to provide crucial equipment, systems, and software for instructional programs.
< Generate statistics and reports crucial to the evaluation processes involved in college program review, Southern Association accreditation, and monitoring visits of the Coordinating Board.
< Arrange a minimum of two advisory committee meetings/activities each year to assure relevancy of curriculum in terms of business/community needs.
< Facilitate faculty-student interaction through listings of office hours and student homework distribution through faculty mailboxes.
< Provide essential resources to support state-of-the-art technology to further curriculum development, to foster instructional design, and to support efforts to strengthen faculty competence.
< Assess effectiveness of programs and services through the college program review process and through continued implementation of actions to comply with Southern Association recommendations and advisory committee recommendations.
< Recruit and hire faculty and staff to serve increased enrollments in all programs and add administrative support personnel to handle purchasing and budgeting.

Community Relations:

< Contribute to the professions in the CIST Department through active participation in professional organizations in office systems, court reporting, and computer information systems.
< Participate in community activities/events to promote awareness of college goals and departmental offerings.
< Create brochures and informational literature to communicate curriculum and services to the community.
< Attend career nights and make presentations in area secondary schools to bolster enrollments and keep the community informed of offerings/services.
< Greet visitors and facilitate location of campus events in the Nail Technical Center.
< Assist students with the registration process in the Nail Technical Center.
< Refer telephone callers and visitors to the campus to appropriate service areas on campus.
< Offer monthly seminars to inform potential students and the community of computer-related career fields and department programs.

Dental Assisting

Instruction:

< Provide quality instruction in courses available for Dental Assisting Technology Majors.
< Review and/or revise all program syllabi.
< Provide up-dated instruction and curriculum for all DA courses leading to a certificate and to an Associate in Applied Science Degree.
< Continue to foster productive relationships with the professional dental community by working with the advisory committee to insure a curriculum which meets workplace competencies.
< Continue to re-evaluate clinical practicum sites to insure professional learning environments that support our mission of quality, up-dated ethical practice.
< Work with WECM strategies to provide quality comparable instruction for all accredited dental assisting programs.
< Continue to liaison with the UTHSCSA to provide external learning experiences for laboratory competencies.
< Continue to foster relationships with 4 year universities to provide transferability for dental assisting completers.
< Complete an articulation agreement with UTHSCSA Dental Hygiene Program to transfer 6 hours of dental assisting courses.

Student Services:

< Provide counseling and advisement to all prospective and incoming students.
< Attend one or more "college night" or high school career presentations with help from Projects SPURSS.

- Provide presentations to student development classes regarding the program.
- Provide enrichment experiences for program majors through the Dental Assisting Club.
- Provide students with the opportunity to participate in non-class external learning experiences through the American Dental Assistants Association, the Texas Dental Assistants Association and the San Antonio Dental Assistants Organization with emphasis on the Texas Dental Convention Table Clinic Presentations.
- Provide recruiting CD's to area high schools and areas on campus.

Employee Development:

- Provide opportunity for college faculty and staff to participate in department, college and district committees and organizations.
- Provide opportunity for employee development by attending technology training through instructional innovation center classes.
- Provide information and support for professional dental assisting continuing education courses/seminars.
- Maintain an awareness of state of the art technology related to dental technologies; of the advances in the applications of these technologies, particularly in relation to instruction.

Community Support and Outreach:

- Provide dental health education for Travis elementary and on campus child care center.
- Provide full mouth x-rays to interested staff, students, and faculty.
- Present dental assisting topics to area high schools health occupation programs.

Administrative Support:

- Update dental equipment to state-of-the-art level.
- Revise practicum affiliation agreements to comply with current legal constraints.
- Maintain current practicum agreements and seek out new practicum sites.
- Provide an effective, safe, and secure learning environment by monitoring and correcting safety and security hazards in classrooms, laboratories and facilities.
- Administer scholarships, grants, provide job placement for graduates and insure transferability of courses to 4 year universities and the UTHSCSA.
- Secure additional publicity for the department and its course offerings in order to increase enrollment and meet student needs.
- Maintain productive relationships with the dental community on a national, state and local level through memberships and attendance at local, state and national meetings.
- Monitor and support tenured and adjunct faculty to ensure quality student outcomes.

Electronics Technology

Instruction:

- Prepare for and deliver appropriate instruction to electronics students.
- Curriculum Development: Update courses as required to keep program up with the state-of-the-art in electronics technology.

Student Services:

- Provide counseling for all new and ongoing electronics students.
- Visit high schools to identify, and explain the program to, possible future students.
- Work with area high schools and businesses to facilitate our students' transitions.

Administrative Support:

- Provide planning and budgeting support.
- Provide support for the Navy/SAC Tech Prep program. Includes tracking students and maintaining currency of program courses as related to the Navy courses.
- Maintain all required program records (e.g. office files, requisitions, etc.)
- Maintain the laboratory facilities and equipment, parts, and supplies used in the labs.
- Procure, and install or repair if necessary, all laboratory equipment, parts, and supplies.
- Participate in unit, departmental, division, and college-wide committee activities.
- Maintain all course syllabi.
- Maintain currency of competencies for all courses required for Electronics degrees.

Community Support and Outreach:

- Participate in community activities.

Engineering - Occupational Safety and Health Technology

Instruction:

- Prepare for and deliver appropriate instruction to Occupational Safety & Health Technology students.

< Meet with advisory committee to keep program up with the state-of-the-art in Occupational Safety & Health Technology field.
< Prepare SAC and THECB forms for curriculum changes.

Student Services:

< Provide counseling for all new and ongoing Occupational Safety & Health Technology students.
< Visit area employers and high schools to identify, and explain the program to possible future students.
< Work with area high schools and businesses to facilitate our students' transitions.

Administrative Support:

< Participate in unit, departmental, division, and college wide committee activities.
< Review, select and recommend adjunct faculty members for appointment. Provide planning and budgeting support.
< Maintain all required program records (e.g. office files, requisitions, etc.)

Community Support and Outreach:

< Participate in community activities.

Engineering Technology

Instruction:

< Prepare for and deliver appropriate instruction to Engineering Technology students.

Student Services:

< Provide counseling for all new and ongoing Engineering Technology students.
< Visit area employers and high schools to identify, and explain the program to possible future students.
< Work with area high schools and businesses to facilitate our students' transitions.

Administrative Support:

< Meet with advisory committee to keep program up with the state-of-the-art in Engineering Technology field.
< Prepare SAC and THECB forms for curriculum changes.
< Participate in unit, departmental, division, and college-wide committee activities.
< Review, select and recommend adjunct faculty members for appointment.
< Provide planning and budgeting support.
< Maintain all required program records (e.g. office files, requisitions, etc.)

Community Support and Outreach:

< Participate in community activities.

Graphic Arts

Instruction

< Provide instruction for all sections of graphic arts courses projected in the annual budget
< Provide laboratory/technological support for the Graphic Arts Program
< Continue to upgrade faculty and student access to computerized visual arts data and imagery in support of learning and work environment.
< Continue to foster a comprehensive approach to learning synthesized through the multicultural history of visual expression, the individual's aesthetic, contemporary issues, and the interdisciplinary academic nature of art.
< Maintain global awareness by the faculty through the inherent global perspective that art and graphic arts provide.

Student Services

< Administer scholarships, grants, review of student portfolios for job placement and transferability.
< Provide faculty sponsorship of visual arts student organizations.
< Continue to provide student advising.
< Maintain at 85% the number of non-returning students who are either employed or seeking higher education.
< Continue to increase the number of students who complete graphic arts courses and maintain a level at 85% or more.
< Continue to increase the number of Associates in Applied Science degrees.
< Continue to increase the number of students who transfer to a Texas public institution .
< Plan a system to provide tutoring services for students.

Employee Development

< Continue to advance professional development through research, academic studies, technological skills workshops, and professional conferences, in addition to production, publication, or exhibition of creative work.
< 100% of full time faculty will continue to participate in the departmental Exhibitions Program.
< Provide support for all GRAA faculty and staff to be trained in the use of instructional technology.

< Continue to maintain appropriate achievement levels of all GRAA employees utilizing the computer in their daily tasks.
< Continue to encourage and support employee development through involvement in at least one activity per year, including graphic arts production, exhibiting, publishing, attending art exhibits, lectures and symposia.

Administrative Support

< Continue to interview, hire, monitor and support adjunct faculty to assure quality student outcomes.
< Provide for effective systems operations of the Graphic Arts Program
< Continue to support departmental operation and improvement through full faculty and staff participation in shared governance.
< Continue to stress to the administration the need to acquire 100% of the planned budget amount in order to provide improved quality instruction in graphic arts.
< Continue to provide 100% of technology and resources for faculty and staff to access and manage digitally recorded images.
< Proceed to request from the administration a new full time tenure track graphic arts position in order to meet increasing enrollments.
< To provide for a secure and safe environment, continue to install and maintain multi-layered security systems in the GRAA labs as needed by changes in equipment and technology.
< Request from the administration a new full time Systems Manager position in order to meet the increasing technical support demands of the GRAA computer labs as well as the needs of all technology in the VATC department.

Community Support/Outreach

< Foster productive relationships with the professional arts and graphic arts community by working with advisory committees and coordinating activities with other institutions of higher learning.
< Continue to solicit the GRAA Professional Advisory Committee to explore external sources of funding to augment the funding resources needed to purchase 100% of hardware and software.
< Continue to review and assess the status of the GRAA program, facilities and equipment in order it keep it abreast with current industry standards.
< Survey employers on the performance of GRAA student interns and graduates.
< Continue to advertise and recruit for qualified adjunct graphic arts faculty in order to meet the shortage of faculty.
< Continue to provide Continuing Education Workshops in Software and graphic arts to meet the technical learning needs of the community.

Interpreter Training/American Sign Language

Instruction:

< Provide quality instruction in courses available to students taking American Sign Language for Foreign language credit or interpreter training course.
< Provide extensive video text, software, and media support for students.
< Review and revise as necessary student packets for all courses.
< Review and revise all department course syllabi.

Student Services

< Provide students and staff opportunity to attend and participate in professional workshops relating to American Sign Language and Interpreting.
< Provide students with opportunities to attend special topic panels hosted by department and staff.
< Provide educational and/or course advisement to department majors and prospective students.
< Provide enrichment activities through the student Connection Club.
< Provide tutoring to students in ASL classes and Deaf students.
< Provide recruitment and advising service by participating in college nights and community awareness events.

Employee Development

< Provide opportunity for college faculty and staff to participate in department, college, and district committees and organizations.
< Provide employee development activities for department faculty and staff by sending faculty to state and national conferences.

Administrative Support

< Conduct annual evaluations of faculty.
< Update Sign Language Resource Lab with current video, texts, software, and printed material.
< Manage budget for department faculty and staff.
< Plan course schedule for 38-40 sections.
< Provide administrative support for instruction.
< Recruit, select, and manage student personnel and temporary employees for department.

< Administer and provide 4 workshops each year for Community Student Interpreters with University of Arkansas Interpreter Education grant monies.

Community Support and Outreach

< Host Annual Department and Community Service Agencies Open House.
< Host Deaf Awareness monthly meetings.
< Host Texas Commission for the Deaf and Hearing Impaired State Certification Evaluations.
< Provide support to the Deaf Community with student volunteers, faculty interpreting services various functions and co-sponsoring workshops and artistic performances.
< Maintain positive relationships with the Deaf Community on a local, state, and national level though sponsoring events and membership and attendance at local, state, and national meetings.
< Provide Interpreter Services to all San Antonio SPURS home basketball games.
< Donate time and expertise to the newly opened Deaf and Hard of Hearing Center.

Legal Assisting

Instruction:

< Monitor Legal Assisting program to ensure courses & content are current and relevant to the needs of those we serve.
< Enhance the learning experience in Legal Assisting program through continued evaluation of computer assisted instruction and its utility in LA 2317.
< Respond to recommendations of the program Review assessment to ensure program improvements.
< Improve collaboration; regularly communicate with lawyers and judges in the community and with the Advisory Committee, to enhance program development and student enrollment.

Student Services:

< Improve accuracy in advisement; all potential program majors will receive degree plans no later than the permanent recording date of their first Legal Assisting class.
< Improve retention by notifying current students of next semester's schedule prior to the end of the current semester.
< Advise students every semester of special scholarships being offered to Legal Assisting students.

Employee Development:

< Encourage professional and personal development of all employees.

Administrative Support:

< Evaluate adjunct faculty through annual peer and student surveys.
< Improve recruitment by contacting appropriate sources of new students.
< Accomplish all administrative duties in a timely and proper manner through the coordinated efforts of the Department Chairperson, Program Coordinator, Faculty and staff.
< Conduct and assess student evaluations to determine quality and effectiveness of instruction.
< Encourage continuous representation on college and district committees.

Management

Instruction:

< Enhance the learning experiences through continual evaluation of innovative instructional technology.
< Monitor course offerings and course content to ensure that class materials are relevant to the needs of those we serve.
< Conduct and assess student evaluations to determine effectiveness of instruction.
< Improve retention by notifying current students of course offerings for the next semester.

Student Services:

< Provide counseling of all new and ongoing students.
< Improve accuracy in advisement; all potential program and certificate majors will receive degree plans no later than the permanent recording date. (PRD)
< Recognize the Management Department's Outstanding student by participating in the Wall Street Journal Student Achievement Award.
< Strengthen the Public Administration program by recognizing outstanding student activities through the Public Administration Club.
< Advise students of special scholarships being offered.

Employee Development:

< Encourage professional and personal development of all faculty and staff members.

Administrative Support:

< Improve program recruitment; sources of students will be identified and contacted.
< Improve retention; faculty will disseminate to all classes the department class offerings for the next semester. This will be accomplished prior to the registration periods.

- Improve collaboration; communication will be made with the general business community and the Program's Advisory Committee to develop student enrollment.
- Encourage continuous representation on college and district committees.
- Evaluate adjunct faculty through student surveys.
- Respond to recommendations of the program Review assessment to ensure program improvements.
- Accomplish all administrative duties in a timely and proper manner through the coordinated efforts of the Department Chairperson, Program Coordinator, Faculty and staff.
- Conduct and assess student evaluations to determine quality and effectiveness of instruction.

Community Support and Outreach:

- Foster productive relationships with the community by working with advisory committees, with employers, and with off-campus teaching sites.
- Participate in community activities to promote awareness of program offerings.
- Publish brochures and informational flyers to communicate curriculum offerings to the community.
- Committed to exposing children to higher education, the Public Administration Club, believes that we can provide hope to children for a brighter future.

Medical Assisting

Student Services:

- Provide group advisement for new MA students and individual advisement for current students.
- Assign an advisor for each student enrolled in the program
- Provide leadership and guidance for the MA's of Tomorrow Club.
- Provide review sessions in preparation for the Certified Medical Assistant Examination.
- Attend 3 "college night" or high school career presentations with help from Project SPURSS.
- Contact by letter students who have previously enrolled but have not completed the program.

Administrative Support:

- Maintain current externship site agreements.
- Support evening and weekend college program students and faculty by having adequate course offerings, equipment, supplies, and texts.
- Seek and support project SPURSS in recruitment activities other than those listed above.
- Keep current and recruit new adjunct faculty members to meet increased student enrollment.
- Maintain liaison with local Chapter of AAMA , Bexar County Medical Society and San Antonio Medical Group Managers Association.
- Maintain Tech-Prep agreements through working with TP office and HS teachers and attending Tech Prep meetings.

Instructional:

- Provide quality, up-to-date instruction offered through Medical Assisting Technology.
- Update and increase use of multi-media platform by all instructors.
- Standardize Final Examinations in each course ensure continuity of instruction, to reduce reproduction cost and availability of examinations and align with CMA certification examination.
- Provide realistic medical administrative procedures training through the use of computerized medical charting and medical office programs.

Employee Development:

- Attendance at the annual AAMA convention.
- Attendance at SAMGA meetings
- other continuing educational offerings

Community Support and Outreach:

- Visit local health career high school programs to promote the profession of Medical Assisting
- Invite local elementary schools to visit our facilities
- Participate in two community Health Fairs
- Increase service learning by encouraging students to enroll in the "DO-IT" Program and perform volunteer service within the community.

Mortuary Science

Instruction:

- Update course objectives to reflect accreditation requirements and industry needs
- Acquire teaching aids to facilitate student learning
- Establish faculty position solely to supervise off-campus clinical programs

Employee Development:

- Increase participation in seminars, conventions, etc.

Administrative Support:

- Begin program promotion outside immediate service area (state-, nationwide)

- Update affiliation agreements with off-campus clinical sites
- Seek additional off-campus clinical sites
- Continue participation in off- and on-campus Program promotion opportunities

Community Support and Outreach:

- Provide faculty as resource for information and referral.

Nursing Education

Instruction:

- Support faculty through release time to upgrade curriculum, especially with WECM demandsover the next two years.

Student Services:

- Maintain support through college services. Increase computer access for all students.

Employee Development:

- Continue to support faculty release time for professional development and reinstitute faculty development funds.

Administrative Support:

- Provide more effective support for this department.

Community Support and Outreach:

- Provide recruitment budget and release time for advertising of program in the community.

Protective Services/Criminal Justice

Instruction:

- Criminal Justice offers quality education and training leading to entry requirements and work force development for both law enforcement and corrections personnel. Included are courses that lead to state certification.
- Criminal Justice is developing new course delivery methods, i.e. Internet courses, tutoring labs, interactive televised.
- In cooperation with Mental Health Technologies, Criminal Justice is developing a Certificate and an AAS meant to prepare students to entry into the Corrections career as Alcohol and Chemical Dependency Counselors.

Student Services:

- Counseling: Students receive both degree advisement as well as career development counseling for Criminal Justice careers.
- Student Life Activities: Criminal Justice sponsors and provides advice to a student association that in turn has sponsored career enhancement activities, community support, and provided a financial aid award.

Employee Development:

- Each member of Criminal Justice participates annually in meetings with colleagues from programs throughout the state to discuss developments in the field.

Administrative Support:

- Faculty Diversity: New adjunct professors from the professional fields in San Antonio has increased the already rich mixture of our diverse teaching staff. Increases in qualified female and ethnic group representation has resulted.
- Program mgt: Classes have expanded aggressively into non-traditional times.

Community Support:

- The CJ student association has sponsored support activities that have included the Battered Women's Shelter and Juvenile Probation.
- A member of the faculty is an officer for the Bexar County Sheriff's Academy Advisory Committee, and sits on the Advisory Committee for the Bexar County Juvenile Probation Department's Volunteers In Probation program.

Public Administration

Instruction:

- Enhance the learning experiences in Public Administration through continual evaluation of innovative instructional technology for possible adoption in two (2) courses. PA 1304 and PA 2310.

- Monitor public administration course offerings and course content to ensure that class materials are relevant to the needs of those we serve.
- Improve retention; faculty will make available to all public administration classes the department class offerings for the following semester. This will be accomplished prior to the registration periods.

Student Services:

- Improve accuracy in advisement; all potential program majors will receive degree plans no later than the permanent recording date. (PRD)
- Recognize the Management Department's Outstanding student by participating in the Wall Street Journal Student Achievement Award.
- Strengthen the Public Administration program by recognizing outstanding student activities through the Public Administration Club.

Employee Development:

- Encourage professional and personal development of all faculty and staff members.

Administrative Support:

- Evaluate adjunct faculty through annual peer and student surveys.
- Respond to recommendations of the program Review assessment to ensure program improvements.
- Accomplish all administrative duties in a timely and proper manner through the coordinated efforts of the Department Chairperson, Program Coordinator, Faculty and staff.
- Improve program recruitment; sources of students will be identified and contacted throughout the community we serve.
- Conduct and assess student evaluation to determine effectiveness of instruction.
- Improve collaboration; open communication will continue with the public sector community and the Public Administration Program's Advisory Committee to develop student enrollment.
- Encourage continuous representation on college and district committees.

Radio, Television and Film

Instruction:

- Provide up-to-date instruction and curriculum development for 74 sections of Mass Communications/RTVB and FLMC classes leading to a terminal degree.
- Continue to foster productive relationships with the professional media community by working with the advisory committee to insure a curriculum which meets workplace competencies.
- Operate and maintain special purpose facilities (TV station, radio station, labs) integrated into instructional programs providing students with co-curricular experiences which parallel or replicate actual workplace environments.
- Identify and purchase the technology, furniture, and media materials needed for support of instruction.

Student Services:

- Advise and register all majors who are not first time at SAC students.
- Provide recruitment by attending career nights, conducting on-site tours, and distributing information about the department.

Employee Development:

- Maintain an awareness of state of the art technology related to communication technologies; of the advances in the applications of these technologies, particularly in regard to instruction.

Administrative Support:

- Provide for an effective, safe, and secure learning environment by monitoring and correcting safety and security hazards in classrooms, laboratories and facilities.
- Maintain productive relationships with the media community on a national, state and local level through memberships and attendance at local, state and national meetings.
- Provide secretarial and clerical operations for the instructional program and for the radio and television station including meeting Federal, and State guidelines for the operation of broadcast facilities.

< Administer scholarships, grants, provide job placement for graduates, and insure transferability of courses.

< Monitor and support tenured faculty and adjunct faculty to assure quality student outcomes.

Community Support and Outreach:

< Provide production and transmission support for the College's uses of media via committee service in the college and community.

< Provide a broadcast media outlet for announcements by non-profit organizations who are under served by mainstream media.

< Provide support for community media groups by serving as organizers and judges for media events and competitions.

Real Estate

Instruction:

< Monitor Real Estate program courses to ensure courses & content are current and relevant to the needs of those we serve.

< Improve the learning experience of our students through continued evaluation of instructional techniques and strategies.

< Improve retention by notifying current real estate students of next semester's schedule prior to the end of the current semester.

Student Services:

< Improve accuracy in advisement; all potential program majors will receive degree plans no later than the permanent recording date of each semester.

< The Real Estate Program will solicit scholarship funds from the real estate community for use by students in the Program.

Administrative Support:

< Encourage continuous representation on college and district committees.

< Conduct and assess student evaluations to determine the effectiveness of the Program's instruction.

< Evaluate adjunct faculty through annual peer and student surveys.

< Appropriately respond to recommendations of the program Review assessment in order to improve the Program.

< Accomplish all administrative duties in a timely and proper manner through the coordinated efforts of the Department Chairperson, Program Coordinator, Faculty and staff.

< Improve Program recruitment by contacting appropriate sources of new students.

< Improve collaboration and improve program development; regularly communicate with the real estate community and the Real Estate Advisory Committee.

Employee Development:

< Encourage professional and personal development of all employees.

Safety Engineering Technology

Instruction:

< Prepare for and deliver appropriate instruction to Safety Engineering Technology students.

< Meet with advisory committee to keep program up with the state-of-the-art in Safety Engineering Technology field .

< Prepare SAC and THECB forms for curriculum changes.

Student Services:

< Provide counseling for all new and ongoing Safety Engineering Technology students.

< Visit area employers and high schools to identify, and explain the program to possible future students.

< Work with area high schools and businesses to facilitate our students' transitions.

Administrative Support:

< Participate in unit, departmental, division, and college-wide committee activities.

- Review, select and recommend adjunct faculty members for appointment. Provide planning and budgeting support.
- Maintain all required program records (e.g. office files, requisitions, etc.)

Community Support and Outreach:

- Participate in community activities.

Special Projects - Computer Technologies for the Disabled

Instruction:

- Provide instruction to 50 plus disabled students who have been referred to this program by one of the Vocational Rehabilitation agencies.
- Director makes presentation to state, private agencies, and high school to recruit students into the program.
- We provide students with current up-to-date technology in a state-of-the-art classroom in order for them to transition into the current job market.
- Because of the rigorous training schedule and the job training setting, each disabled student is counseled and interviewed by the Disabled Student Services before being accepted into the training program.
- The program operates Monday through Friday from 8:00 a.m. to 4:00 p.m.
- The curriculum is reviewed annually by the Business Advisory Council Curriculum Committee to see if it meets present industry needs.
- In order to be continually responsive to the needs of the business community, we will continue to provide continuous improvement of current curricula and develop new programs as directed by the business industry and our Business Advisory Committee.
- Identify and purchase the latest technology that the industry is using.
- Identify and purchase furniture, hardware, software, and audiovisual materials needed to support the administrative functions of the department.
- We provide basic professional education seminars designed to prepare trainees for responsible corporate citizenship, for wholesome and creative participation in life activities, and for intelligent decision-making within a business environment.
- We provide training for MOUS certificate, A+ certification exams, and Microsoft Certified Systems Engineer certification.
- We provide access to the INTERNET services to assist trainees in assessing and achieving their goals through networking with other professionals on line.
- We provide internship/ job placement in the San Antonio and surrounding areas.
- The Business Advisory Council helps to identify those employers willing to accept near-graduates of the training program as interns for a period of twelve weeks for the Network Operator and eight weeks for the Office Computer System training.
- We provide mentors from the business community for each disabled student in the program.
- Each trainee is matched with a business professional who is willing to devote time regularly to help guide the trainee through the sometimes difficult phases of training, internship, and job search.
- Over the course of the relationship, the mentor and trainee work together to identify and solve problems, develop a career plan, and decide on the necessary steps to achieve stated goals.
- The mentor may, in some cases, help the trainee develop these goals; in other cases, the trainee may have a career goal in mind, but may need answers to specific questions or problems.
- Because of the unique position of the mentor/trainee, often a trainee will use the mentor as a sounding board for his/her questions, concerns and desires for future employment.
- Developed and maintained website for the program.
- The program is a member of the National Association of Rehabilitation Programs in Computer Technology (ARPCT); in addition, the program is a member of the Inter-National Association of Business, Industry, and Rehabilitation (I-NABIR) and received an award from IBM as being an outstanding program for training people with disabilities.
- The program also received national recognition from the American Association of Community Colleges. The Business Advisory Council meets monthly to oversee the smooth operation and interact with the students in the program.

Community Support and Outreach:

< The Program Director continues to develop a working relationship with many business professionals by visiting their companies and introducing the program graduates.

< The Business Advisory Council founded and started a foundation to help disabled students.

< The Foundation is named after the Chair of the program--Mary W. Whitehead Foundation, Inc.

< Many businesses in the San Antonio area have contributed to this foundation to help the disabled population in San Antonio. The Business Advisory Council Chair and the Program Chair appeared on national television--Channel 29-- to promote the hiring of the disabled graduates from this program.

< The Director and several former graduates were guests on KLRN radio station.

< The Director was a guest speaker at the San Antonio Founders Lion Club.

< Provided computer classroom for demonstration to district employees and faculty of the ComWeb interactive video system.

< The director was featured on the cover of the San Antonio Informer magazine.

< The Computer Technology for the disabled was one of the programs visited by students from the Austin Doctoral Program.

< Paragon Cable has done a promotional video for the program to be aired on television.

< The Mary W. Whitehead Foundation, Inc. sponsored a breakfast at the Airport Hilton Hotel and invited over 100 professional business people to share the program's training curriculum.

Administrative Support:

< Chairperson talks weekly with the chair of the Business Advisory Council to focus on strengths and to discuss solutions to any area of weakness in the program.

< Chairperson meet regularly with mentors of the students in the program to check on mentoring process.

< Chairman meets with faculty and staff to discuss students' success and how we can be more successful in the program.

< Chairperson also meets and interacts with students on a daily basis to see how well they are doing in the program.

< Chairperson meets and interacts on a regular basis with the Vocational Rehabilitation Counselors who have referred their client to the program.

< Accomplish all administrative duties in a timely and proper manner through the coordinated efforts of the Department Chairperson, Faculty and Staff.

< Expand program to include students who are on Pell Grants and from other agencies.

< Continue to encourage faculty to serve on college and district committees.

Student Services:

< The Department Chairperson provides individual counseling and advisement to each student before they are accepted into the program.

< Disabled Student Services will interview all candidates as to the nature of their disability and to see if that individual can maintain an eight hour a day classroom tolerance.

< The Department Chairperson and Faculty arrange trips to major businesses for the students in the program.

< Provide students with an opportunity to intern with a major business computer professional for one week in December.

< Developed student handbook for the programs.

< Provide students opportunity to visit and lunch with their mentors.

< Provide students with an opportunity to network with other professional as well as their mentors through E-mail.

Division of Student Services

Admissions and Records

Student Services:

- < Register students six times a year
- < Assess residency on incoming student data forms approximately eight months out of the year
- < Evaluate graduation applications
- < Certify graduates for graduation
- < Evaluate, military, foreign, and domestic transcripts for admissions and transfer equivalency
- < Issue San Antonio College transcripts
- < Provide degree plans to prospective graduates
- < Process student enrollment verifications
- < Scan transcripts and residency forms
- < Disseminate information, route traffic via Admissions & Records Information Station
- < Conduct TASP information sessions to SDEV classes
- < Assist with Off-campus registration
- < Assist with Dual Credit and Distance Learning
- < Process and submit credit and non-credit contact hour funding reports.

Employee Development:

- < Train other departmental staff on SIS-Plus

Community Support and Outreach:

- < Provide registration support for corporations

Administrative Support:

- < Create the class schedule
- < Process class rolls and grade sheets
- < Oversee Commencement Exercises
- < Submit Academic and Continuing Education state reports
- < Assist with Open Entry/Open Exit Classes
- < Participate on various committees
- < Monitor institutional TASP compliance

College Health Center

Student Services:

- < Medical Care - provide illness assessment and over-the-counter medications.
- < Emergency Care - provide on-site treatment for all emergencies.
- < Attendant Care - provide eating and bathroom assistance for the disabled.
- < Crisis Counseling - assisting those in emotional crisis.
- < Health Counseling - provide health education.

Administrative Support:

- < Daily operation/running of the Health Center

Student Activities

Student Services:

- < Student Center Programing: Films, Music, Displays, Speakers.
- < Student Clubs/Organizations: Advising and Assisting.
- < Student Information: Campus Events, Bus Cards.

- < Counseling: Counsel students and refer to appropriate campus departments.
- < All Campus Events: Plan, develop and implement all campus events.
- < Student Center Support: Interface with departments utilizing SAC.
- < Leadership Development: Provide appropriate activities to develop student skills.
- < Supporting all college departments and programs with cross trained staff and fund raising Resources
- < Global learning by sponsoring travel activities that facilitates cultural growth

Student Activities: Intramurals

Student Services:

- < Intramurals: Develop, implement 15 intramural activities, including budgeting for events, hiring and training of referees, publicity for events
- < Game Room: Supervise game room operation
- < Club Sports: Develop and supervise 5 club sports operation including the hiring of coaches for teams, team scheduling, activity budgets, team travel.
- < Development of Recreation sports council to advise and make recommendation according to evaluations of programs.

Student Activities: Student Government

Administrative Support:

- < Provide advisor for development of Student Government.
- < Provide budget for Student Government Activities.
- < Provide support for College for Pennies Scholarship Run.

Student Services:

- < Meet quarterly with other District Colleges Student Governments
- < Meet weekly to discuss campus issues
- < Increase awareness of Student Friendly campus
- < Increase awareness of campus ADA issues
- < Survey of student interest and needs

Tutoring

Student Services:

- < Provide tutoring to Remedial students in Math and English.
- < Provide tutoring in various academic areas to students on demand and by appointment.
- < Provide instruction to tutors on how pc programs work in the SLAC
- < Continue to test tutors on their knowledge of current pc programs in the SLAC.

Executive Vice President

Employee Development

Administrative Support:

- < Serve as a clearinghouse for the exchange of information about all types of opportunities for professional and holistic development by:

  a. maintaining a resource data base of events, activities, seminars, workshops, courses and funding sources from within the ACCD system and beyond.

  b. distributing the resource information via memos, flyers, email and college and district web sites.

c. referring employees' requests for personal and professional development to the appropriate providers.

< Provide direct funding assistance from SAC and ACCD Employee Development accounts for job related education and training.

< Collaborate with ACCD Colleges and Departments in providing the ACCD and Local Employee Development Day Conferences and Convocations.

< Administer ACCD block grants for departmental development events.

< Coordinate with the Faculty Senate the Minnie Stevens Piper Professor Award Nominations.

< Coordinate with the President and Deans the NISOD Excellence in Teaching Award nominations and NISOD Conference attendance.

< Coordinate with the President and Deans the New Employee Orientation at the beginning of the Fall and Spring Semesters.

< Maintain sensitivity to the employees' particular development and holistic needs through the representative Employee Development Center's Advisory Committee and through employee surveys and program evaluations.

President

Honors Program

Student Services:

< Recruit PHP students from area high schools and from within SAC

< Facilitate transfer of graduates to upper division institutions

Administrative Support:

< Coordinate orientation and registration of PHP students

< Administer program by coordinating financial aid, course offerings & instruction, contract courses

Institutional Planning and Budget

Administrative Support:

< Coordinate all Institutional Effectiveness Steering Committee activities.

< Develop, with the College Institutional Effectiveness Steering Committee, planning and evaluation procedures.

< Develop and conduct appropriate planning workshops for all units.

< Prepare appropriate summary documents to assist Deans facilitating division planning.

< Work with Unit Managers (Deans, Department Chairs, Directors, Coordinators, etc.) in developing the various components of the unit plan: Unit Evaluation, Annual and Ongoing Objectives.

< Work with the College Institutional Effectiveness Steering Committee to prepare the Comprehensive College Plan.

< Prepare appropriate summary documents to assist Deans facilitating division evaluation.

< Work with the College Institutional Effectiveness Steering Committee to prepare the End of the Year Evaluation Report.

< Disseminate to appropriate administrators the results of the End of the Year Evaluation for use in future planning and institutional improvement.

< Work with Institutional Research in establishing a system for collecting data from the units and Deans, evidence related to college strategic objectives.

< Coordinate the college-wide evaluation of the planning process.

< Act as liaison with Planning components in other District colleges and District offices

< Provide information as requested to internal and external entities.

< Present workshops and provide assistance, as requested, to other institutions in their developing a planning process which is linked to budgeting.

< Serve on the District Strategic Planning Team.

< Monitor budget activities of the college.

< Produce weekly budget update reports posted to the Web.

< Process budget adjustments.

< Process position budget adjustments.

< Process expense budget adjustments for revenue accounts.

< Work with budget managers in understanding the budgeting process.

< Liaison with the District Budget Office on all issues related to the budget.

< Provide budget analysis for allocation decisions.

Public Relations

Student Services:

< Plan and implement each semester the Honors Ceremony for approximately 2,600 part-time and full-time students with 3.5-3.9 or 4.0 GPAs (includes mailing invitation to 2,600 students, printing certificates, organizing the ceremony & speakers, holding a reception, providing certificates/pins to students at the event and throughout the year in the office).

< Design, write & print college publications to support recruitment and to inform & assist students (e.g., the college General Information Brochure, the SAC Annual Report, Afternoon College brochure, miscellaneous flyers & posters).

Administrative Support:

< Conduct all college media relations (e.g., write and send press releases, pitch stories to reporters, write PSAs & Requests for Coverage, calendar notes, news tips, answer reporter queries).

< Provide internal communication with the SAC community by publishing the weekly Update on San Antonio College newsletter (including news, calendar items, achievements).

Assist the District PR office by providing news items for the district-wide newsletter ACCD Spectrum.

< Provide internal and external communication by writing, designing & maintaining the PR office portion of the SAC Home Page (PDF form of Update, calendars, press releases, photos).

Community Support and Outreach:

< Assist & publicize the annual Outstanding Former Student Awards (includes helping form and assist the selection committee, publicizing nomination process and honorees, purchasing plaques for presentation at Commencement, maintaining continuing plaque on campus, planning additional recognitions & involvement with honorees).

< Assist with development and maintenance of the SAC Home Page on the World Wide Web (includes chairing the SAC Home Page Committee, drafting web development policies & procedures, acting as liaison with ACCD Information Systems, assistance with creating the home page structure & design).

< Provide supplemental marketing to promote registration in SAC classes in Kerrville, New Braunfels & Seguin. (Developing a marketing plan, & coordinating with Distance Learning office and off-campus coordinators.)

< Send "welcome back" postcards to students who were recently enrolled and may wish to return -- to encourage enrollment.

< Assist the ACCD PR Office in producing district-wide ads to promote registration (includes writing copy for newspaper insert, brochures, overseeing photo shoots and assisting with production of TV ads, planning campaign slogans).

< Plan and implement the annual San Antonio College Book Fair, to attract the community to the college campus, encourage literacy awareness, writing, reading (includes bringing book vendors to exhibit & sell books on campus, authors to read from their work, entertainers for children, musicians, food vendors, working with high schools to encourage students to write in competition, working with ACCD students to encourage involvement in the Poetry Slam, seeking donors from the community).

< Submit news and calendar items for the HECSA calendar, appearing on Channel 19, and also helping produce & sometimes script video segments for the Channel 19 Video Showcase.

< Draft & mail letters each spring from the president to graduating high school seniors in top 10 feeder schools and other selected schools.

< Publicize college events & activities and help develop/maintain the college image (includes overseeing development of new college logo, working with committees to plan & promote events - such as Women's History Week, Hispanic Heritage, Wellness Fair, etc.)

Wellness Program

Instruction:

< Hold the annual cooking school
< Provide seminars on various topics

Student Services:

< Hold a health screening event each long semester
< Display health exhibits during the Health and Wellness Fair
< Involve PE classes in the Health and Wellness Fair

Employee Development:

< Hold the introduction to the employee exercise room each long semester
< Purchase needed replacement and new equipment for the employee exercise room and for the PE department
< Sponsor one coffee each year to promote Wellness activities
< Provide orientation to new employees each long semester
< Participate in the Wellness strand in the Employee Development Day activities
< Provide ongoing introduction to the marked walking trail on campus

Administrative Support:

< Develop budget request each year
< Manage the budget allocated
< Serve on various committees representing Wellness
< Initiate and coordinate all events and seminars
< Evaluate all events and seminars
< Serve on the District Wellness Committee
< Distribute and collect Wellness challenges covering the six dimensions of wellness

Community Support and Outreach:

< Hold a charity walk each long semester
< Work with Jim Dye to bring information about all the Wellness activities to community groups
< Provide ongoing introduction to the marked walking trail on campus

Appendix A

SAN ANTONIO COLLEGE
TECHNOLOGY PLAN
2001-2002

San Antonio College

Technology Plan

2001 - 2002

Submitted
August 27, 2001

BACKGROUND INFORMATION

The importance of information technology, its potential to enhance learning and administrative efficiency, combined with the need to spend resources wisely mandates a coherent plan for technology. San Antonio College is fortunate in deriving benefits from an Alamo Community College District initiative started several years go to provide all teaching faculty with personal computers and to provide software and networks necessary for word processing, classroom management, student records, financial data and various information sources such as e-mail, CWIS, and INTERNET. This initiative, therefore, provided an infrastructure that allows for comprehensive expansion of technology and growth of technical expertise for all employees. The college is taking the responsibility for providing hardware for professional and classified personnel with the district providing access to the network. The Board of Trustees has provided a portion of tuition fees for instructional technology purchases.

In the fall of 1994, the Executive Vice President appointed a Technology Committee and charged the committee with developing a three to five-year College Technology Plan. During the course of deliberations, the committee discovered the obvious; technology planning must start from the perspective of what the College expects technology to provide and how the goals may be achieved within the limits of available funds. A sub-committee of the Technology Committee was established to review and revise the Technology Plan annually.

With these considerations in mind and to learn the current status of computer technology on campus, the committee analyzed the results of a computer usage survey conducted in the fall of 1995 by a task force appointed for that purpose and completed an inventory of existing computer labs. The committee also investigated other forms of technology necessary to enhance college effectiveness and student learning.

The study revealed that in 1995, the vast majority of the 497 professors, classified staff, administrative and faculty personnel who responded to the computer usage survey reported access to the mainframe and/or networking. Eighty-four percent reported some use of e-mail, 52% use of Internet, and 60% made some use of CWIS. Fifty percent had 486 systems, but 36% were still using 386s or 286s. Faculty respondents used Internet and e-mail, and a majority practiced some degree of computer-assisted instruction and/or classroom management. However, a significant number (38-27% depending on the application) did not take advantage of the opportunities available and approximately half made no use of computers for classroom presentations or instructional preparation. Use of other technology such as interactive television and teleconferencing was also limited in spite of the availability of Starlink conferences and PictureTel. A Title III Grant enabled the College to establish a faculty enhancement center to provide for faculty development.

The committee next examined the ACCD Mission Statement, the ACCD Strategic Plan, the College Mission Statement, the College Goals and the Comprehensive College Plans for the past two years. Using this information, and input from the college community, the following technology principle mission, goals and objectives were established.

Having accomplished the purpose for which it was originally established, the Technology Committee voted to reorganize itself into two sub-committees of the institutional Effectiveness Steering Committee. The Technology Planning Sub-committee will review and revise the Technology Plan each year and the Technology Monitoring Sub-committee will monitor technology purchases.

GENERAL PRINCIPLES

In developing the plan the committee was guided by the following general principles enunciated in one form or another in the literature:

Purposes to be served by technology must be clear. Answer the questions, "Who will be able to do what and how will they do it?"

Outcome expectations must be realistic. Information technology does not necessarily save time or money.

It enables us to provide students' courses on the INTERNET and feedback on their work via electronic mail.

Technology can also allow us to do some things better and more easily than is now possible, such as attain access to library collections and conduct research.

Also, the benefits of technology are not easily measurable. In fact, technology provides just another means of learning and teaching. Its effects are no more certain or easily assessed than those of a reading or writing assignment, a laboratory demonstration, or a lecture.

Funding must be provided for installation, training, upgrades, and support services. Technology is not a "one-time" issue. Permanent support is essential.

Programs must continue to be designed to encourage faculty and staff members to make full use of technology in their daily activities, whether in administration, support or instruction.

Technology planning must carefully consider the various options available. Time must be allowed to fully review all aspects of the plan and its implementation.

Appropriate reallocation of technology is essential to ensure the most effective use of resources.

TECHNOLOGY MISSION STATEMENT

San Antonio College is dedicated to providing responsive education through excellence, accessibility, and diversity. Technology will be used to enhance this mission by contributing to employee growth, administrative efficiency, curriculum development, and instructional delivery. Technology should be one means through which the College fosters an environment conducive to student learning.

Technology Goal	**College Plan Goals**
Deliver instruction at all levels.	Goal 1
Enhance curriculum development.	Goal 1
Provide faculty, staff, and administrative technology training on an on-going basis.	Goals 2 & 3
Enhance effectiveness of faculty, staff, and administrators.	Goal 4
Facilitate assessment, advisement, and registration.	Goal 2
Provide access to information for students, faculty, staff, and administrators.	Goal 4
Enhance delivery of student support services.	Goal 2
Optimize services to students through an on-going process of technology acquisitions and upgrades.	All goals

TECHNOLOGY PRIORITIES

(Not in rank order)

Focus expenditures in areas likely to bring the greatest results.

Ensure technology is adequate to meet accreditation mandates.

Provide for replacement or upgrade of existing technology to include hardware and software for all areas of the college.

Provide technology support for all areas of the college and for new initiatives as appropriate.

Increase means for classroom multimedia presentations.

Increase training for employees and students as needed in all areas of relevant technology.

Provide for equipment needs that are technology related, but do not fit the definition of "high or advanced technology". Examples are overhead projectors, VCRs and cassette players.

Expand distance learning capability through interactive video and other new technologies.

Increase technology necessary to support efficient enrollment management.

Provide security for all equipment, on-line data, courses, and computer programs.

Provide on-site maintenance and support for computers and other technology through the Technology Center.

Continue to improve linkage of computer facilities locally and at remote sites to provide information access such as INTERNET and the World Wide Web through stationary and mobile technologies.

Continue to network all computer and television facilities to provide universal user access where feasible.

Continue the systematic purchase of new technology.

Provide adequate ongoing funding and support for the Technology Center.

Provide adquate ongoing funding and support for the Instructional Innovation Center

Continue ongoing support for the Technology Training Program.

Continue ongoing support for the technology needs of the Learning Resource Center.

Continue ongoing support for the technology needs of the Enrollment Management and Assessment Center.

Continue ongoing support for Student Learning Assistance Center.

Continue ongoing support for Distance Learning Education.

2001 – 2002 RECOMMENDATIONS

Expand multi-media capabilities as needed.

Expand interactive and streaming video capabilities and other technology as needed.

Evaluate re-allocation procedures for hardware made available through replacements.

Fully institutionalize the Instructional Innovation Center by September 2002.

Establish a computerized proctored testing center on campus for local and/or distance testing.

Add additional computer classrooms in the Student Learning Assistance Center.

Hire one additional Campus (college-wide) LAN Administrator.

Hire a Campus (college-wide) Programmer.

Increase the use of mobile computing technology.

Develop a method to evaluate and match the needs of technology with adequate technical personnel.

Adjust compensation to better reflect market conditions for staff using technology.

PROCEDURES

Implementation of the Technology Plan should be carried out through the college planning and budgeting process.

Each year the Deans will meet with unit managers/supervisors to discuss technology needs as identified in unit plans and establish unit priorities. The Deans will in turn meet with the Executive Vice President. All requests must be consistent with approved college goals and objectives and the goals set forth in the Technology Plan. The Technology Expenditure Plan will be presented to the Institutional Effectiveness Steering Committee for advisory input and to the College Academic Council for information purposes prior to implementation. Units authorized to purchase technology should seek technical advice from the Technology Center.

EVALUATION

The plan will be evaluated annually by the Institutional Effectiveness Technology Planning Sub-committee selected by the Executive Vice President.

The purposes of the evaluation are as follows:

To determine whether the Technology Plan adequately meets the needs of the college as identified by the Institutional Effectiveness Technology Planning Sub-committee and in college, unit, and division plans.

To determine through consultation with the Deans, Chairs, and Directors, the impact of technology on student learning, student services and accreditation requirements.

To determine the extent of implementation.

To identify problems concurrent with the implementation.

To modify the plan as determined by the evaluation, by unforeseen college needs and by requirements established by external agencies.

The evaluation process includes the following actions:

Initiates the process in the fall of each school year.

Gathers data to determine to what degree the goals of the plan have been addressed.

Uses the data to assess the progress of plan implementation.

Determines the implications of the data and modifies the plan or its implementation as needed.

Distributes a modified plan to the Institutional Effectiveness Committee and the College Academic Council.

Evaluation should be conducted with the following assumptions:

Broad indicators and detailed evidence will be sought.

Adequate evaluation takes thought and time.

Conclusions must be supported by evidence.

SAN ANTONIO COLLEGE INSTITUTIONAL EFFECTIVENESS TECHNOLOGY PLANNING SUB-COMMITTEE MEMBERSHIP

The Executive Vice President will select five to seven members to represent the diverse technology interests of the college.

Reference: Charlotte Wolf, Director of Instructional Technologies
File name: techplan2001-02-final - WordPerfect.wpd

Appendix B

GLOSSARY OF TERMS FOR INSTITUTIONAL EFFECTIVENESS

GLOSSARY OF TERMS FOR INSTITUTIONAL EFFECTIVENESS

Activities, Ongoing: Activities which a unit needs to continue doing to fulfill its mission.

Activities, Operational: Activities associated with the completion of a Strategic Objective or an Operational Objective.

Annual (Operational) Objective Worksheet: A worksheet, developed for each annual (operational) objective, which contains justification for the objective, identification of the individual responsible for shepherding completion of the objective, the step by step activity plan with suspense dates for each activity and a space for a mid-year and end of the year status report.

Categories, College: Broad categories established to capture all activities in the college's fulfilling of its mission. The college categories are: Instruction, Student Services, Employee Development, Administration and Community Support and Outreach.

Core Indicator: A core indicator is a measure that describes a critical, widely recognized outcome of mission; one that is clearly responsive to key constituent groups and is regularly produced. ("A Report of the Community College Roundtable, AACC, August 1993)

Data, Base Line: The initial data from which measurement to a standard is made.

Data, New: Data that has been collected which identifies the unit's current position with regards to its established standard.

Effective Community College: The effective community college creates successful outcomes for multiple constituencies - internal and external. These outcomes serve as a benchmark for the community college mission by comparing results to purpose. ("A Report of the Community College Roundtable, AACC, August 1993)

Goal: The overall institutional goals should be few in number and also general in nature. However, the goals should be more specific than the mission statement and should define the general state of affairs or operating outcome which the institution seeks to achieve over the next three to ten year period. The institutional goals statement should also allow that some basis for measuring (in broad terms) success or failure is possible. (Strategic Planning and Budgeting for Colleges, Philip J. Bossert, National Association of College and University Business Officers - NACUBO, 1989)

Goals can also be established at the division or unit level.

Indicator: Usually referred to as a key indicator, this is that data set or set of statistics that best verifies the accomplishment of a specific goal. Associated with this should be an agreed to kind of measurement and a standard for accomplishment. ("A **Mini-Dictionary** on Institutional Effectiveness Terms," McLeod and Atwell, Community College Review, Vol. 20, Fall, 1992)

An indicator...is a concrete piece of information describing a condition or result of the community college that can be regularly produced, publicly reported, and systematically used in decision-making. ("A Report of the Community College Roundtable," AACC, August 1993)

Institutional Effectiveness (IE): A comprehensive approach to planning and evaluation which verifies the effectiveness of institutions in achieving their mission and provides for the systematic use of evaluation results to continuously improve performance and programs. (Texas Higher Education Coordinating Board)

When community college outcomes are compared to the institution's mission and goals, the result is a composite picture of an institution's effectiveness. ("A Report of the Community College Roundtable, AACC, August 1993)

Measure: The agreed upon kind and value of a data set as the standard of measurement for a given specific objective. ("A **Mini-Dictionary** on Institutional Effectiveness Terms," McLeod and Atwell, Community College Review, Vol. 20, Fall, 1992)

Units, divisions and the college identify and track a number of measures related to its mission. Measures which are either moving in an undesirable direction or which are not at a level desired are addressed through strategic action for a specified period of time.

Objective: A written, active and operational subdivision (Sometimes referred to as a specific objective) of a production goal. It must be well defined and, above all, measurable in its accomplishment. An objective should be specific respective to what is to be done, who is to do it, when is it to be completed, how it is to be evaluated and by what measure. ("A **Mini-Dictionary** on Institutional Effectiveness Terms," McLeod and Atwell, Community College Review, Vol. 20, Fall, 1992)

Objectives, Operational, Annual: Actions which are selected to move toward achievement of a Strategic Objective. Annual operational objectives are developed each year. Also called "Action Plans."

Objective, Strategic: Strategic objectives establish the standard (outcome) for operation for a specific portion (measure) of the college, division, unit's mission. Strategic Objectives set standards that are to be achieved at a future time.

Objective, Strategic, College Adopted: Developed by the Institutional Effectiveness Steering Committee. College Strategic Objectives establish a college standard to be achieved.

Objective, Strategic, Division Specific: Strategic Objectives that are unique to a division. Division Specific Strategic Objectives may address a College Strategic Objective indirectly by supporting the achievement of the college standard.

Objective, Strategic, Unit Specific: Strategic Objectives that are unique to a unit. Unit Specific Strategic Objectives may address a College Strategic Objective directly, the same wording, or indirectly by supporting the achievement of the college standard.

Standard: A (baseline or benchmark) quantity against which data relative to a specific objective are to be measured. ("A **Mini-Dictionary** on Institutional Effectiveness Terms," McLeod and Atwell, Community College Review, Vol. 20, Fall, 1992)

Strategies: The elements necessary to achieve a strategic goal or objective. Strategies might include: Promotion, Process, People, Priorities, Performance measures and/or budget requirements.

Strategic Objective Matrix: The matrix (worksheet) links the objective to the college category, goal and/or strategic objective. The work sheet identifies the objective measure, standard, data source, and date of anticipated achievement. The worksheet also contains base line and current data. Evaluation of those factors which are affecting, either positively or negatively, the unit's efforts towards achieving the objective are listed. The worksheet contains annual operational objectives designed to address, after evaluation, those factors negatively affecting the unit's efforts towards achieving the objective.

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